

PROCEEDINGS

Thirty-Third Anniversary Conference

**National Association of Deans
and Advisers of Men**

**The Chase Hotel
St. Louis, Missouri**

**March 28, 29, 30, 31
1951**

P R O C E E D I N G S

Thirty-Third Anniversary Conference

of the

NATIONAL ASSOCIATION OF DEANS
AND
ADVISERS OF MEN

President Dean Wesley P. Lloyd, Brigham Young
University
Vice-President Dean R. C. Beaty, University of Florida
Vice-President Dean Victor F. Spathelf, Wayne University
Secretary-Treasurer .. Dean Fred H. Turner, University of
Illinois

Executive Committee: The Officers and

Dean L. K. Neidlinger, Dartmouth College

Associate Dean W. B. Rea, University of Michigan

Dean John E. Hocutt, College of William and Mary

Dean Malcolm E. Musser, Bucknell University

Dean Robert M. Strozier, University of Chicago

Vice-President Willis M. Tate, Southern Methodist
University

Held at
The Chase Hotel
and
Washington University
St. Louis, Missouri
The Principia College
Elsah, Illinois
March 28, 29, 30, 31, 1951

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P R O G R A MWednesday, March 28, 1951

10:00 A.M. Registration - The Lounge.

2:30 P.M. Meeting of Executive Committee

8:00 P.M. Assembly - Regency Room.

Reception and Welcome.

Program in charge of Dean Arno J. Haack, Washington University, to be followed by refreshments and informal entertainment.

Thursday, March 29, 1951

8:00 A.M. Registration continued, ballroom foyer.

9:00 A.M. Opening session of the 33rd Anniversary Conference - Regency Room, Dean Wesley Pl Lloyd, Brigham Young University, presiding.

Invocation - Dean Garner E. Hubbell, The Principia.

Welcome and Announcements - Dean Arno J. Haack, Washington University.

Greetings from the Chairman of the National Interfraternity Conference - Arthur Ray Warnock, Dean Emeritus, Pennsylvania State College.

The President's Address - Dean Lloyd.

Discussion of Dean Lloyd's Address.

Discussants:

Dean Robert E. Bates, Virginia Polytechnic Institute

Dean Donfred H. Gardner, University of Akron.

Vice President A. Blair Knapp, Temple University

Dean Dean Newhouse, Case Institute of Technology

Dean Robert M. Strozier, University of Chicago

12:30 P.M. Luncheon - The Chase Club

Presiding - Dean L. K. Neidlinger, Dartmouth College

Speaker - Mr. Irving Dilliard

Thursday, March 29, 1951 (Cont'd.)

2:00 P.M. Assembly - Regency Room

Briefing for Conference No. I, "Administration of Student Personnel Programs."

Counselor - Dean E. G. Williamson, University of Minnesota.

2:30 P.M. Conference No. I.

See Chart on pages viii-ix for group assignments, places of group meetings, chairmen, recorders, and interrogators.

7:30 P.M. Assembly - Regency Room

Briefing for Conference No. II, "Current Problems Other Than Military."

Counselor - Dean Erich A. Walter, University of Michigan

8:30 P.M. Conference No. II.

See Chart on pages ix - x for group assignments, places of group meetings, chairmen, recorders, and interrogators.

Friday, March 30, 1951

8:00 A.M. Registration continued, ballroom foyer.

9:00 A.M. Assembly - Regency Room.

Address - "Higher Education and the National Emergency," Doctor Francis J. Brown, Staff Associate, American Council on Education.

Discussion of Doctor Brown's Address.

Discussants:

Dean John E. Hocutt, College of William and Mary,
Chairman.

Dean Frank C. Baldwin, Cornell University.

Dean Cornelius B. Boocock, Rutgers University.

Dean Waldo Shumway, Stevens Institute of Technology.

Dean Hurford E. Stone, University of California.

Friday, March 30, 1951 (Continued)

11:30 A.M. Convention Photograph.

1:30 P.M. Assembly - Regency Room.

Briefing for Conference No. III, "Higher Education and the National Emergency."

Counselor - John E. Hocutt, College of William and Mary.

2:00 P.M. Conference No. III.

See chart on pages x - xi for group assignments, places of group meetings, chairmen, recorders and interrogators.

4:00 P.M. Assembly - Regency Room.

First Business Session.

Reports of Committees:

1. Nominations.
2. Time and Place.
3. Other Conference and Special Committees.

7:00 P.M. Annual Banquet, Starlight Roof, The Chase.

Presiding - Dean Wesley P. Lloyd, Brigham Young Univ.
Toastmaster - Director George E. Davis, Purdue Univ.
Banquet Speaker - Chancellor Arthur H. Compton,
Washington University.

Saturday, March 31, 1951

9:00 A.M. Assembly - Regency Room.

Reports of Conferences:

Conference I.

Conference II.

Conference III.

Second Business Session.

Reports of Committees:

1. Resolutions.
2. Special Committees.

Old Business.

New Business.

11:00 A.M. Charter Buses leave Chase Hotel for The Principia, Elsau, Illinois.

12:30 P.M. Assembly - The Chapel, The Principia, Dean Garner E. Hubbell, The Principia, Presiding.

1:00 P.M. Luncheon as guests of The Principia.

2:00 P.M. Conducted tours of The Principia campus.

2:45 P.M. Buses leave for The Chase.

4:00 P.M. Arrival at The Chase, Adjournment.

4:00 P.M. Meeting of the Officers and Executive Committee for 1951-52.

WORKSHOP SCHEDULE

<u>GROUPS</u>		<u>CONFERENCE NO. I</u>
<u>Meeting Rooms</u>	<u>Leaders</u>	<u>Administration of Student Personnel Programs</u>
GROUP I		
Institutions with up to 1,500 students	Time:	2:30 P.M., Thursday, March 29
	Chairman:	Dean John W. Lucas University of Omaha
	Recorders:	Dean W. Lyle Willhite Knox College
	Interrogators:	Director Melvin A. Anderson Hiram College Dean John P. Gwin, Beloit College Dean Henry M. Helgen, Jr. Augustana College Assoc. Dean Foster Strong Calif. Institute of Technology Dean Ralph A. Young College of Wooster
Conference Room 240		
GROUP II		
	Chairmen:	Dean L. Gray Burdin, Butler Univ.
	Recorders:	Dean William A. Medesy University of New Hampshire
Institutions with 1,500 to 5,000 students	Interrogators:	Director N. Ray Hawk University of Oregon Associate Dean W. D. Holdeman Oberlin College
Regency Room		Dean Robert H. Knapp University of South Dakota Dean Richard A. Waite, Jr. Rensselaer Polytechnic Inst. Dean Robert S. Waldrop Vanderbilt University
GROUP III		
	Chairman:	Dean L. Dale Faunce State University of Iowa
	Recorders:	Dean J. Broward Culpepper Florida State University
Institutions with 5,000 to 10,000 students	Interrogators:	Dean J. Thomas Askew University of Georgia Assistant Dean G. A. Hagerman University of Akron Dean T. P. Pitre
Adele Room		Massachusetts Institute of Tech Dean O. D. Roberts University of Oklahoma Assistant Dean Henry J. Sikir University of Alabama

WORKSHOP SCHEDULE

		CONFERENCE NO. I (Cont'd.)
GROUP IV	Chairman:	Dean Tom King Michigan State College
Institutions with over 10,000 students	Recorders:	Director Glen T. Nygreen University of Washington
	Interrogators:	Dean R. C. Beaty University of Florida Assistant Dean C. E. Hall, Jr. University of California Assistant Director Donald R. Mallett, Purdue University Dean Harold W. Melvin Northeastern University Assistant Dean J. Edward Ricart University of Pittsburgh
Conference Room 237		
		CONFERENCE NO. II
		<u>Current Problems - Other Than Military</u>
GROUP I	Time:	8:00 P.M., Thursday, March 29
	Chairman:	Dean Laurence C. Woodruff University of Kansas
Publicly supported institutions	Recorders:	Dean Donald S. Parks University of Toledo
	Interrogators:	Dean Arch B. Conklin Bowling Green State University Asst. Dean Robert F. Etheridge Southern Illinois University Dean W. L. Penberthy Texas A. & M. College Dean John F. Quinn Rhode Island State College Dean Morton Walker University of Louisville
Regency Room		
GROUP II	Chairman:	Dean Juan Reid, Colorado College
	Recorders:	Dean Francis Pendleton Gaines, Jr. Southern Methodist University
Privately supported institutions	Interrogators:	Dean E. Glynn Abel Southwestern Louisiana Inst. Assistant Dean Lester G. Brailey University of Pittsburgh Dean Clinton B. Gass Nebraska Wesleyan University Dean J. F. McNamara Duquesne University Dean F. George Seulberger Northwestern University
Adele Room		

WORKSHOP SCHEDULE

GROUP III	Chairman:	Dean James A. Dickinson Carnegie Institute of Tech.
	Recorders:	Asst. Director James E. Foy Alabama Polytechnic Institute
Technical and engineering institutions	Interrogators:	Dean James G. Allen Texas Technological College Dean Clarence E. Deakins Illinois Institute of Tech. Acting Dean Frank A. Grammer Newark College of Engineering Asst. Dean Thomas L. Hilton Massachusetts Institute of Tech. Dean Dean Newhouse Case Institute of Technology
Conference Room 237		

GROUP IV	Chairman:	Dean V. T. Trusler Kansas State Teachers College
	Recorders:	Acting Dean L. G. Schmidt Eastern Illinois State College
Teacher training institutions	Interrogators:	Director Earl C. Davis Montclair State Teachers Coll. Dean A. G. Huegli Concordia Teachers College Dean Ray C. Pellett Western Michigan Col. of Educ. Dean O. T. Richardson Ball State Teachers College Dean J. W. Rollins East Texas State Teachers Coll.
Conference Room 240		

		CONFERENCE NO. III
GROUP I		<u>Higher Education and the National Emergency</u>
	Time:	2:00 P.M. Friday, March 30
Institutions with up to 1,500 students	Chairman:	Dean C. R. Swanson St. Olaf College
	Recorders:	Dean Marc Jack Smith University of Redlands
	Interrogators:	Dean L. E. Chandler Southeastern Louisiana College Dean W. J. Farrisee Clarkson College of Technology Dean J. F. Jansen Carroll College Dean Earl R. Papke Capital University Dean George H. Ryden Oklahoma City University
Conference Room 240		

WORKSHOP SCHEDULE

GROUP II	Chairman: Dean Robert W. Kenny Brown University
	Recorders: Dean Howard V. Mathany University of New Mexico
Institutions with 1,500 to 5,000 students	Interrogators: Dean Charles C. Brooks Wheaton College Director Joseph C. Glück University of West Virginia Dean R. Malcolm Guess University of Mississippi Asst. Dean Robert M. Jones University of Arkansas Asst. Dean John Terlescki Ohio University
Regency Room	

GROUP III	Chairman: Dean T. J. Thompson University of Nebraska
	Recorders: Dean Jack Matthews University of Missouri
Institutions with 5,000 to 10,000 students	Interrogators: Asst. Dean W. E. Alderman, Jr. University of Cincinnati Dean Ralph E. Dunford University of Tennessee Director Geary Eppley University of Maryland Dean R. E. Manchester Kent State University Dean A. L. Slonaker University of Arizona
Adele Room	

GROUP IV	Chairman: Dean H. K. Wilson Pennsylvania State College
	Recorders: Dean R. R. Oglesby Oklahoma A. & M. College
Institutions with over 10,000 students	Interrogators: Asst. Dean Albert W. Boldt University of Florida Asst. Dean Robert G. Gordon University of Texas Dean Bernard L. Hyink University of Southern Calif. Associate Dean W. B. Rea University of Michigan Dean E. E. Stafford University of Illinois
Conference Room 237	

ROSTER OF COMMITTEES

Host Committee

Dean Arno J. Haack.....Washington University
 Dean Garner E. Hubbell.....The Principia
 Assistant Dean Paul H. Connole.....Washington University

Conference Reporter

Mr. Leo Isen.....Chicago, Illinois

Committee on Registration

Assistant Dean Richard E. Hulet, Chairman, University of Illinois
 Adviser Richard H. Berg, University of Southern California
 Dean W. Storrs Lee, Middlebury College
 Assistant Dean Elmer C. Rieck, Southern Methodist University
 Dean Darold L. Shutt, Marshall College

Committee on Reception and Hospitality

Dean Arno Nowotny, Chairman, University of Texas
 Dean Carl W. Knox, Assistant Chairman, Northern Ill. State Teachers
 College
 Dean Robert W. Bishop, University of Cincinnati
 Dean Frank W. Clippinger, Drury College
 Dean Arden O. French, Louisiana State University
 Dean Otis McBride, Florida State University
 Director Philip Price, University of Rochester
 Dean E. Douglas Webster, Utica College of Syracuse University

Committee on Nominations and Place

(Made up of all Past Presidents in Attendance, the Senior
 Dean present serving as Chairman)

Dean Scott H. Goodnight, Univ. of Wisconsin, 1919 (1), 1928 (10)
 Dean Floyd Field, Georgia Institute of Technology, 1927 (9)
 Dean H. E. Lobdell, Mass. Institute of Technology, 1934 (16)
 Dean W. E. Alderman, Miami University, 1936 (18)
 Dean Donfred H. Gardner, University of Akron, 1938 (20), 1939 (21)
 President James F. Findlay, Drury College, 1940 (22)
 Vice-President J. J. Thompson, St. Olaf College, 1941 (23)
 Dean Joseph A. Park, Ohio State University, 1943 (25)
 Vice-President J. H. Julian, University of South Dakota, 1944 (26)
 Dean Arno Nowotny, University of Texas, 1947 (29)
 Dean E. L. Cloyd, North Carolina State College, 1948 (30)
 Dean J. H. Newman, University of Alabama, 1949 (31)
 Dean L. K. Neidlinger, Dartmouth College, 1950 (32)

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 Dean E. L. Cloyd, North Carolina State College, 1948 (30)
 Dean J. H. Newman, University of Alabama, 1949 (31)
 Dean L. K. Neidlinger, Dartmouth College, 1950 (32)

Committee on Resolutions

Dean M. E. Jarchow, Chairman, Carleton College
Dean E. F. Bosworth, Oberlin College
Dean William S. Guthrie, Jr., Ohio State University
Dean William G. Craig, Washington State College
Associate Dean R. H. Farber, DePauw University
Dean J. Fenton Daugherty, Bucknell University
Associate Dean W. B. Rea, University of Michigan
Vice-President Willis M. Tate, Southern Methodist University
Dean E. E. Wieman, University of Maine

WEDNESDAY EVENING RECEPTION

March 28, 1951

The Reception of the Thirty-Third Anniversary Conference of the National Association of Deans and Advisers of Men, held March 28-31, 1951, at the Chase Hotel, St. Louis, Missouri, convened at eight-twenty o'clock, President Wesley P. Lloyd, Brigham Young University, presiding.

PRESIDENT LLOYD: Men of NADAM and your delightful wives and partners, this spells good news to see so many who have registered this early, and we are looking forward to a great series of meetings and enjoyment of one another's company.

Among our good fortunes is to have as our chairman of the host committee, Dean Arno Haack, Director of Student Affairs at Washington University. We turn now to Arno to conduct what is before us tonight. Dean Haack. (Applause)

... Dean Arno J. Haack, Washington University, assumed the chair ...

CHAIRMAN HAACK: Thank you, Wes. I am not sure you can hear me at the back of the room, because I have one of these ears that is half plugged up, and if I am talking too loud, shush me down, and if I am not talking loud enough, just make with the up motion.

This is going to be "informal night," and we have done that deliberately, because there is so much ahead of us in the next few days, so we thought you would prefer to have a little informal student entertainment which we have for you and nothing, certainly, by way of formal speech making.

I am sure I do not need to say we are happy to have you here. We certainly are, and, thanks to the hotel and the very able help that we have had, I think you will be comfortable. If not, you just let us know and we will see to it that what you need is provided for you.

I would like to have our official welcome extended by a member of our staff. In introducing him, I think I can probably best put him into a setting by telling a very simple story. A number of years ago one of our former chancellors, who was not noted for his sense of humor, during the time when the St. Louis

Cardinals were struggling with the Dean brothers, Dizzy and Paul -- you baseball fans will remember that -- and one year particularly, Branch Rickey, who was still with the Cardinals at that time, was having his troubles with the Dean brothers around the contract-signing time. It was during that time that we had Branch Rickey out on the campus to speak to one of our campus groups, and the chancellor was introducing him. He said, "Mr. Rickey, I understand that you are having trouble with the Deans. I remind you that you have only two of them. I have ten." (Laughter)

I always had great sympathy for those in the academic hierarchy whose job it is to look after the deans. Our job of having to look after the students and see that the faculty does not behave too badly to the students, I suspect is a very mild job compared to the chancellor's, and deans of faculty and the provos and what have you, who have the job of keeping us more or less in line.

The person who is currently doing that for us at Washington University is here with us tonight. Dean Buchan came to us a matter of two years ago, as Dean of our School of Business and Public Administration. He had hardly been around a year when our Dean of Faculties' position was vacated, and he was moved across to fill that rather critical and difficult spot. So I present him to you as our Acting Dean of Faculties, and a person who has found his way around the several campuses here represented. He has been fraternizing with some of the Illinois men, I notice. He is past graduate from Tulane, but presently we are glad to present him from Washington University. William J. Buchan. (Applause)

DEAN WILLIAM J. BUCHAN (Washington University): Thank you, Arno. It is a very real pleasure for me to come down here and greet you, because as I was looking over your labels and seeing the universities from which you come, I was reminded that on almost every one of your campuses I have someone that I consider a very close personal friend. That comes from having been for many years in educational activities, and having gotten around a good bit in that period of time.

I would like to call out all of those people and send my personal greetings to each one of them, but I am afraid I couldn't do that in the time I would like to take here tonight. But at any rate, if you know of anyone who might have crossed my path, please give them my best regards.

It would be a little presumptuous for me to give you the official greeting of the University since you are happily going to have our Chancellor with you later on, so I come here to give you a personal greeting, and a greeting on behalf of the faculty of Washington University, to St. Louis, and to Washington University.

At least one person in St. Louis is praying for good weather for you, so we do not have this rain that is threatening tonight. I hope you will have a chance to get out some, and particularly I hope that you will have an opportunity to get on the campus.

Washington University, for those of you who do not know it, I believe has one of the most impressive University campuses of any university in America, and I have seen the ones that they all oh and ah about. I do not know of any that is finer. And since I had nothing whatever to do with building it -- I have been here only a year and a half -- it is a very fine feeling for me to be able to take visitors on the campus and just brag and brag about the place, because it cannot possibly be personal bragging. It is a beautiful place; a university with a fine tradition, and I hope and confidently expect a great and glorious future.

It is that University that welcomes you here as a group representing an activity which, if anything, can be said to be more important in colleges, the representation of the co-curricular activities, I think, is becoming at least one we are more conscious of and one we are more demanding of all of the time. Now in our present day operations it has not seemed enough to have only the professor and the log and the student. Sometimes I am sure you people probably feel that you are always occupying the log. I assure you that you are not. You have full appreciation of all of your efforts.

We hope you have the greatest of success in your activities. So may I say, Welcome to St. Louis. Welcome to Washington University. I hope you have a grand meeting, and come back again. Thank you. (Applause)

CHAIRMAN HAACK: Thank you, Bill.

That is all the speech-making there is going to be tonight.

... Dean Haack then outlined the program for the evening and presented the entertainment staged by students of Washington University ...

THURSDAY MORNING SESSION

March 29, 1951

The Opening Session of the Conference convened at nine-fifteen o'clock, Dean Wesley P. Lloyd of Brigham Young University, President, presiding.

PRESIDENT LLOYD: Gentlemen, following twelve rather short but hectic months since Williamsburg we call this meeting, the Thirty-Third Annual, of the National Association of Deans and Advisers of Men to order.

The conducting officer of this first general session will be Dean Victor Spathelf, Dean of Student Affairs, Wayne University. He is Vice-President of NADAM this year. Dean Spathelf.

... Dean Victor F. Spathelf of Wayne University, Vice-President, assumed the Chair ...

CHAIRMAN SPATHELF: President Wes and Gentlemen: It has become a delightful tradition in NADAM that our good friend and colleague, Dean Hubbell of The Principia, delivers the invocation. Dean Hubbell.

DEAN GARNER E. HUBBELL (The Principia): I will invite you to join in a few minutes of silent prayer, and follow with the audible repetition of the Lord's Prayer.

... The assembly prayed in silence ...

DEAN HUBBELL (and the assembly in unison): Our Father which art in heaven, Hallowed be thy name. Thy kingdom come. Thy will be done in earth, as it is in heaven. Give us this day our daily bread. And forgive us our debts, as we forgive our debtors. And lead us not into temptation, but deliver us from evil: For thine is the kingdom, and the power, and the glory, for ever. Amen.

CHAIRMAN SPATHELF: I am sure that all of us who were present last evening feel that Dean Haack has already, in a most generous fashion, extended a welcome and his hospitality, the hospitality of this Host City, for this convention. Certainly the enjoyment of last evening's program and the pleasantries which abounded all over made us feel most welcome. But, Arno, it says here that you are to welcome us, and give us some announcements, so you carry on further. Dean Arno Haack.

DEAN HAACK: Vic, I think we have had all of the welcome that we need last night. I can repeat that in just one brief sentence. We are very happy to have you all in St. Louis.

By way of announcements, I think there is nothing more to be said, but that Paul Connole, my associate, and I will be in the Registration area in all of the breaks between meetings. If you want information, in so far as we have it we will pass it on. Those of you who wish to take Dean Buchan's advice and try to see the campus, we will have to do that in the breaks between sessions. There will be two or three cars shuttling back and forth. If you are interested, I will tell you how to get there by car and bus. If there are other questions, we will take them as we have them.

I think that is all we have to say.

CHAIRMAN SPATHELF: Thank you, Arno.

To very few people is the privilege extended to become tremendously active after so-called retirement. Our good friend Ray Warnock has for years been active, as are all of us, in an educational institution, but tremendously active in this organization, and his influence has been felt far and wide, and now that Ray has retired he finds himself in an active position of leadership in a significant area where he is making a valued contribution. So this morning it is my privilege to call on Ray for greetings, as chairman of the National Interfraternity Conference. Ray. (Applause)

DEAN EMERITUS ARTHUR RAY WARNOCK (Pennsylvania State College): Victor and Gentlemen: As a retired Dean of Men, speaking to you slaves to the swivel chair, I want to extend my felicitations.

I have become a specialist on what a Dean of Men does between retirement and ultimate purgatory, and I find some very interesting incidents reported to me from retired Deans of Men all over the country.

My reason for being here, the reason why the Interfraternity Conference sent me here and paid my expenses, is first of all to extend to this organization its greetings, and they hope that you will have a successful Conference; but also for two other reasons. One is an act of courtesy to visit you, because so many of you have visited us annually at our Interfraternity Conference. We hope you have come down there because you have

had an interest in the Fraternity system, and when we are in New York that you will expect to pick up some words of wisdom, and see a few Broadway shows. But we are going to try a new experiment this year. We are planning on the last two days of November and the first day of December to go down to the Hotel Chamberlain, Old Point Comfort. There are two reasons for that. The four Conferences making up IRAC plan to hold their annual meetings close to Williamsburg at that time, and then to make a pilgrimage to Williamsburg to observe the 175th Anniversary of Phi Beta Kappa. Of course, we are acknowledging Phi Beta Kappa as the oldest college fraternity in America, and I dare say for publicity reasons we want to tie our organization in with that distinguished honor fraternity.

The other reason I am here is for a utilitarian reason. I want to talk with all of you, or any of you who have problems related to fraternities. I do not know that I can answer all of the \$64 questions, but I would like to talk with you, and I would always like to hear from you the type of thing Erich Walter told me a few minutes ago. He has two nice things to say about fraternities. If you have any nice things to say about fraternities, tell me, because all fraternity officials these days are wanting to hear nice things for obvious reasons.

Now I will be around -- I will have to leave Friday night -- here, and as I look over this group, I think I am older than 97 percent of you. Therefore, I wish you would pay me the courtesy due old age and introduce yourselves to me. Don't wait for me to introduce myself to you and say, "How are things at Michigan?" or some other place, particularly you younger deans. I would like to have you come up and tell me how you are, and tell me about the fraternity situation in your part of the country.

I would just like to add this one thing: In these almost two years since I have been out of the office of the Dean of Men, and have been working with fraternities, I am more than ever convinced -- and this is related to our present world and national situation -- that you people who work with young men outside of the classroom, and fraternities, which work with young men outside of the classroom, that we people who work with students outside of the classroom have an awfully important thing to do.

I am sorry to say I belong to Phi Beta Kappa, and I am sorry to say that those who are only scholars, only scientists, only highbrows, are not quite coming through in this crisis, and

apparently their scholarly ability needs to be supplemented by something which is done to a boy when he gets into your office, when he gets into a fraternity, or when he gets into student activities. Therefore, I would like to leave this brief message with you, that a good many of us in this country are thinking that the Deans of Men, working with tomorrow's citizens, so to speak, are doing as important a job -- some of us think more important perhaps -- than the Dean of the School of Engineering, Dean of the School of Liberal Arts, Dormitory Manager, or in some cases even the President himself.

Thank you, and good luck. (Applause)

CHAIRMAN SPATHELF: Thank you, Ray. We want you to know that we always enjoy your association with us. We want you to know that we have a great and complete confidence in the contribution that you are making to the National Interfraternity Conference, through your leadership this year.

This table up here would not look natural if the right-hand corner to my right, or to your left, as you view us here, was not filled by our very able Secretary of this Association. With all due respect to all of us who hold officer titles at times, I am afraid we would fall apart at the seams if it were not for Mr. NADAM, Dean Fred H. Turner of the University of Illinois, who has some announcements and will help put us back together this morning. (Applause)

SECRETARY-TREASURER FRED H. TURNER (University of Illinois): Thank you. Thank you, Vic. The announcements are brief this morning.

First of all, there are a couple of changes in the program which I think we can catch right now. These are minor changes.

Is Dean Richard Waite in the room? Dick, will you do this, will you take the spot in Conference No. I, Group 2, where the name says Leslie Tucker. Dean Tucker of Bradley University will not be here. Will you take that spot over for him?

In Conference No. III, Dean Manchester -- is Ray Manchester in the room? Well, he will be. We will catch Ray. He is to take the spot that Dean Glade has.

On the back page, for the Resolutions Committee, George K. Brown is ill and Mal Musser is ill, and neither of the two

will be here. Mike Daugherty, will you take the spot assigned to Mal? Is Mike in the room? Mike is here. What about Bill Guthrie? Is Bill here? Bill, will you take the spot assigned to George Brown?

There will be one other change, but it is a minor change. Vic and Wes, we asked Mr. Bob Ross who, as far as we are concerned, is the Chase Hotel, if he wouldn't come in this morning and be ready to tell us a little about the facilities in the Hotel and tell us what is available, and he will be up in a minute. While he is coming, may I say, through the courtesy of Erich Walter, of the University of Michigan, we will have outside ~~where~~ the office is -- and that will be our office during the meeting -- Mr. H. E. Davis, Jr., of the Polaroid Company and he will have a display of the Polaroid cameras, and he will be talking to you about how the Polaroid camera can be adapted to identification cards and some other uses that seem to be working out with that Company. Mr. Davis will be here today and tomorrow morning, so if you want to talk to him, he will have a little display outside and will be glad to talk to you.

I think Mr. Ross is here now. This is Bob Ross, who is running this Hotel as far as we are concerned.

MR. ROBERT ROSS (The Chase Hotel): Thanks, Dean Turner. Gentlemen, it is a privilege and pleasure to have you as our guests.

I don't know what else we can say yet, because we are not sure what we are going to do for you. I think you are all in. I have not heard any requests for benches in the park yet. We may run into that, but I don't think so.

... Announcements on eating facilities ...

MR. ROSS: So I think we will take care of the food angle, when you do not have your group luncheons. We are trying to do that and make you aware of that so that there will be no delay in starting the meetings, and you have quite a full program.

If there is anything we can do, if you want to call me or Mr. Jones, our Manager, or Dean Turner or Dean Haack, we will try to do everything in our power to make your stay with us a comfortable and pleasant one, and I hope the weather breaks for you. Thank you. (Applause)

CHAIRMAN SPATHELF: Thank you very much, Mr. Ross and Fred.

fervor and zeal that I almost caught his spirit, and it is hard for me to catch spirits. But it did, at least that evening, lead me into reading over this so-called modern scripture that I had written earlier to see if there could be anything of a lid-blowing nature, and I tell you, gentlemen, that if we are looking for that we are going to have some serious disappointments this morning, because as I wrote, and as I read later, the problems of NADAM seem to fall together rather easily around things that you and I have discussed very frankly and constantly through the years. As a matter of fact, I did not even have that joy of great new discoveries as these problems fell together. I did not see anything very atomic in any of them. I did not even have that experience and excitement of the boy who had gone for the first time into the country and, milking his first cow, did not know what to pull next. They seemed to just move along in normal order, and there was this thing spread before me, hanging there just like it had hung from the udder of NADAM, and all my job was to just do a little squeezing here and there.

I share with you the hope that that squeezing will not produce mere milk alone, and here and there we will be able to recognize a bit of cream. So get your mixture of Juicy Fruit and "No-Doze" out, and we will move into some of these problems that are of concern to us. (Laughter)

Now, that introduction is unrelated to this sparkling bit that I have in the first half of page one, so I will skip the sparkling bit and go on to our problems. (Laughter)

In past years our annual meetings have been centered largely on solutions to common problems of campus life. This year we have reached the time when we may devote major attention to studying the nature and the purpose of our national organization. You will find that this year's meetings are not filled to the usual pitch with suggested methods for the handling of local campus problems; rather they are devised to give focus to two issues: The National Emergency, and a study of the role and function of NADAM as it serves personnel administrators in the colleges and universities of the country.

THE DEFENSE OF THE NATION

First we may consider briefly and very generally some effects of the present emergency on the colleges and universities. In marked contrast to the sudden entry of our country into World War II we are approaching a coming conflict methodically and in the midst of unhurried debate. No immediate feeling of desperation need force us into unwise programs. The colleges and

universities of the land need not submit themselves meekly and passively to a military organization unready and unprepared to use them. Today the universities, well represented in top planning councils, can outline reliable ways in which their resources may be used to greatest effect in the long range protection of the nation.

In this day young men need not adopt cheap definitions of patriotism nor leave the colleges or universities in search of spectacular or superficial ways of demonstrating loyalty to their country. When a young man leaves school to enter military service it is not inappropriate this year to hold suspended judgment as to whether or not he has had special help toward the patriotic urge through lack of taste for the rigors of the academic: A tough examination ahead or fear of low rating in a course. It is legitimate these days to remember that it is the government of the United States that arranges deferments and for causes beneficial to the nation. It is now well recognized that the military uniform is not the only badge of honor and that loyalty is dependent not so much upon where a man is placed as upon what that man is doing.

The first task of our institutions of higher learning has been to teach students to think. This has been our chief "stock in trade"; our reason for being. Each institution now searches for ways of retaining and enriching this historic role, without which it is reduced to a mere promotorship among the other promotional agencies. This searching constitutes a critical problem in a time when the most colorful and spectacular military emphases are on mechanical and technical training rather than on critical social analysis.

In the settlement of this problem it is not appropriate either to turn to the military for leadership, or to stretch ourselves toward superficial leadership of our own. We hear these days common repetitions of a story, either true or imagined, which emerges from the time of the French Revolution when a much concerned voice was heard to cry out, 'The Mob is in the street. I must find out where they are going for I am their leader.' Such leadership will be cancelled if it is discovered in the universities in the decade ahead. In these days of multiplying jobs and functions it may be difficult for university men to remember which job to put first. You recall the imaginary dilemma of the centipede, some of you will recall the name of the author,

"The centipede was happy quite
 Until the toad in fun
 Said, Pray which leg moves after which?
 This raised his doubt to such a pitch
 He fell exhausted in the ditch
 Not knowing how to run."

The democratic way demands that university faculties and administrators take high ground in the continued growth of their institutions as centers of objective thought and that this function be kept in first place. Without this we are reduced to the stature of the confused as well as the controlled state. What part of this leadership can be given to our own campuses and to the nation by Deans and other members of this Association? The work of our universities and colleges in this emergency will be detailed and discussed further in our later meetings.

NADAM FINDS ITS WAY

Now to a consideration of NADAM, its present status and its future among the colleges and universities of the country. Let me step back for a moment to 1938 when, as a new Dean of Men, I first became acquainted with this Association. In that year I journeyed to Madison, Wisconsin, to attend the annual meeting and to get answers to the problems that crowded my inexperience. There I found the Goodnights, the Bursleys, and the Coulters; men of vision, of faith, and of sound leadership. It seemed in those days that your strength had come largely, not so much from a skillfully set and regulated program, as from a refreshing quality found in strong men. For in some fashion there had come together a respected and nationally recognized group of Deans of Men.

In 1938 I heard rumors that NADAM was a closed association dominated by a small circle of the older members. Yet, looking around for the first time, I found no closed brotherhood, but rather the greatest friendliness and welcome by all members regardless of length of membership. Soon I was asked to serve on a committee and later to serve as a member of the Executive Committee. Just a year ago, your committee nominated me, relatively a newcomer and from the west, as President of our Association. In attempting to decide why they had taken such drastic action I came to the conclusion that the Nominating Committee was convinced that it could prove that regardless of who was President of NADAM, the organization could withstand any kind of shock. I harbor no fears regarding the healthy future of this Association. Its wings have been tried. Today it flies in the hearts and thoughts of its members.

With full faith in NADAM we need not shield it with protective devices in the form of smug compliments. Rather we may throw it into the expanding ocean of student personnel problems and examine it, not with the protective eye of a sentimental guardian, but with critical analysis. We shall want to see if this organization is adapted to carrying the responsibilities of leadership among student personnel administrators in the nation's colleges and universities in the days immediately ahead.

I should like to set the remainder of these remarks in the atmosphere of a frank and honest question. Have we as an Association delayed opportunities for national leadership among administrators in our field through being either too satisfied ultra conservative, overly cautious, unduly aware of our chronological prestige, or simply disinterested in significant developments outside of our own organization?

The answer to this question is subject to honest differences of opinion.

I suppose wise presidents speak largely about issues on which there is general agreement yet such luxury seems to me inappropriate in this stage of the history of our Association. I shall speak frankly knowing full well that presidents here are not regarded as oracles and that you who elect them prefer straight talk above hidden phrases and political maneuvering. These remarks have not been submitted to a national board of censors.

For a realistic description of NADAM, I review a few items well known to most of you. This organization started in 1919 and continued for at least two decades as a closely knit brotherhood of Deans of Men; pioneers in student personnel work. About fifteen years later the organization listened to the predictions of W. H. Cowley on "The Disappearing Dean of Men." Even then it seemed evident that student personnel administration involved major functions that crossed sex lines and reached beyond the usually assigned responsibilities of the Dean of Men.

By 1950 more than half of the institutions represented in NADAM had reorganized their student personnel work and had appointed administrative officers with responsibilities for the broad areas of student life. The natural result was for many of the Deans of Men to be appointed to the new offices. In a recent poll of men attending our meetings it was found that fewer than one-half of the members held the title of Dean of Men.

We may, for purposes of clarification, compare simple figures on the number of colleges and universities of the nation and the number holding membership in NADAM. A recent edition of American Universities and Colleges lists approximately 1700 institutions of higher learning in this country. Two hundred and two of these hold membership in NADAM. Six deans attended the first meeting in 1919. In 1925 the attendance was 31, in 1930 - 52, in 1935 - 63, in 1940 - 102, in 1945 - 116, in 1950 - 185. During this time numerous institutions had changed the titles of the officers representing them in NADAM. Our Association debated the problem of changing its name to one more descriptive of its personnel, and of encouraging expansion in membership to meet the needs of a nation of colleges and universities suddenly sensitive to expanding student personnel services. This in contrast to remaining a small but strong brotherhood of intimate members. In 1948 a motion not to change the name of the Association carried by a vote of 60 to 11. In 1949, after a more careful discussion of this problem the Conference voted 65 to 36 to change the name to include Deans of Men and Deans of Students. This lacked by one or two votes the necessary two-thirds majority to change the constitution and thus no change was made in the name.

During the latest decade, large numbers of newly appointed Deans of Students and officers with closely related titles have desired membership in some national organization devised primarily to meet their needs. A number of these chose NADAM regardless of the difficulties they encountered in establishing travel budgets to attend meetings of an organization named in contrast to the changed philosophy of their own campus personnel programs, some have affiliated with other national organizations where emphasis was being placed on administrative problems in student personnel services, and still others have joined one of a growing number of state or regional organizations of Deans operating without national leadership and related to NADAM only through a partial duplication of personnel. It is not the practice of this Association to extend invitations for membership. It has taken some pride in its limited numbers and has shown no concern that a large number of newly appointed student personnel administrators were finding it advisable to join other organizations.

NADAM CHOICES AND PROCEDURES

NADAM now finds itself in a somewhat enviable position. It seems clear that our Association will be well within its right to choose a limited membership of Deans and Advisers of Men and to perpetuate the organization on the strength of an informal and

intimate brotherhood and thus to decline the burdens and responsibilities of national leadership in this field. There seems now to be a strong case for such a small organization somewhere in the national scene.

It seems equally clear that NADAM could legitimately expand its title and functions to meet the national need of a growing body of college and university personnel administrators. In certain sections of the country NADAM seems to have exerted significant influence. In other sections it has not reached the colleges and universities. Our present limitations can be clearly demonstrated by calling your attention to one part of the nation where our organization has reached but few; I mention an area with which I am somewhat familiar. In three states of the Rocky Mountain area (Utah, Colorado, and Idaho) there are about twenty institutions of higher learning. It is reasonable to expect that more than half of these will be represented in meetings of national or sectional student personnel organizations this year. Three of these only have made reservations to attend the NADAM meetings. A number of the Deans have expressed their desire to be active with the men of this Association but not under the present association title. In fairness to other associations of personnel workers and in fairness to Deans of Students seeking membership in national organizations NADAM should now clarify its role and function and specify more clearly the type of college and university officials whose participation it shall encourage. Such a clarification would be helpful to the Association's future membership.

Through recent years of discussion there seems to have been common agreement among us on two points. First: That regardless of the official title of the Association, we like the idea of retaining the historic nickname of NADAM and, second, that within the constitution there should remain a provision that men only should be sent to these meetings as representatives of the member institutions. It seems possible and advisable to retain these two provisions if we desire them regardless of possible changes in the official name.

Related to the above problem is that of forming working relationships with other student personnel organizations in the nation. There are approaches to this problem which could be mutually beneficial. Are we paying too dearly for the luxury of isolation from other national organizations that are doing work closely related to our own?

In short, we may, in good order in the year 1951, ask ourselves the following questions:

A. What shall be the size of this Association?

B. Does the Association plan to meet the needs of the colleges of the country in their recent trends in administrative organization or rather to perpetuate itself as an intimate and limited group of Deans and Advisers of Men?

C. Shall the Association be renamed for a more accurate description of its present membership and in order to attract administrative heads of personnel organizations in the colleges and universities? If such a course is not desirable to the membership shall we announce frankly that we do not desire to program for a large membership and thus leave other organizations to supply this need without feeling that they are encroaching on the territory of NADAM?

D. To what extent shall state and regional organizations of Deans of Students and Deans of Men be invited to affiliate with NADAM as sub-divisions, and groups be encouraged to organize in other areas and become parts of the national organization?

E. Shall we encourage a working relationship with other national and regional student personnel organizations?

THESE MEETINGS AND OUR PRESENT MEMBERSHIP

These questions, in addition to the problems of the national emergency, will occupy us during these meetings. It is not the work of Presidents to settle the problems of their organizations but rather to outline the problems as they see them. I have asked for a committee of discussants, capable representatives of various viewpoints. These Deans have been furnished advance copies of these remarks as a basis for their discussion and comments. They have been asked also to serve as a committee Friday morning. Following our discussions here this morning this committee will have further meetings and bring to the body of the organization recommendations for our consideration Friday at our general business session. Following their discussion there will be a period of questions and comments from the floor. This may result naturally in the appointment of committees for bringing specific recommendations to the membership.

In these days there is little room for narrow thinking. Somehow I feel that we are ready to emerge NADAM into the ocean of student problems and personnel movements with full faith that she will swim.

To the members of the Association who have been with us through recent and earlier years we give greetings. To meet you each year is for me a special kind of therapeutics --I hesitate to use that word in our organization. (Laughter)

As you search for answers to critical problems on your individual campuses we say, "Good hunting." And now to you with the green ribbons who this year take your maiden voyage and chart your course with us, your new experience and this address in particular may leave you a bit in the air, but your officers, the Executive Committee, and the body of this Association extend to you a warm and genuine welcome and our good wishes for an early and happy landing. Thank you. (Applause)

CHAIRMAN SPATHELF: Thank you, President Wes. I am sure that our membership has indicated to you their appreciation of your frank comments.

I think we will do a little rearranging up here now so that we can operate a little better. Fred tells me that earlier we had hoped to put this in sort of a semi-circular arrangement in order that we might talk with each other up here, at the same time we were talking with you. We will try to make the best of the situation and I think that our discussants will appreciate the fact as well that this microphone has but limited range, and they will have to raise their voices in order to accommodate themselves to the group.

I would like to introduce to you the members of this discussant group. To my far left, Dean Donfred H. Gardner of the University of Akron. If you will, raise your hand, Don. Immediately to his right, Dean Robert M. Strozier of the University of Chicago. And to my immediate left, Dean Robert E. Bates of the Virginia Polytechnic Institute. Over at my immediate right, Vice-President A. Blair Knapp from Temple University. To my far right, Dean Dean Newhouse of Case Institute of Technology.

I hope that as this group talks in a most informal way-- they have not rehearsed what they are going to say-- that you will be thinking with them and recognize that a part of this program is your participation in it at a later date. This group is frankly

going to talk about their reactions to the issues which Wes has raised. We want you to have your questions as well. So we will go ahead here for a little while and have you participate, and I, as a referee up here, will sit back and do nothing, I hope, because I am sure these fellows are capable of carrying the ball all the way along the line. Let's leave it right there, and who wants to start it out?

DEAN ROBERT M. STROZIER (University of Chicago): I want to say something. I think Wes' speech is very good and he has posed many problems about the national scope of this organization.

I am sure that I feel, and many of you feel that we would hate to be such a big amorphous organization that we would ever lose the kind of informality which has characterized NADAM. I think it is one of the things that have directed our thinking in the past.

There was one incidence, however, that happened this year that I think is worthy of note, and rather dramatized for me the need for a little more cohesive thinking of our group, and more recognition of the potential power of the group of the Deans of Students and Deans of Men as administrative officers in the national scene. We all of us were disturbed -- I am sure that every man in this room felt the affects of the lack of clarification of the draft possibilities, or the enlistment possibilities, for the men on your campuses, and when the situation became critical in the last of the autumn quarter, or for those on semesters, at the end of the semester, the men were leaving the universities and colleges rapidly so they could choose their service, Vic called Fred, who called me, and we decided to get together a group of the Deans of Students of the Midwest and talk about the problem.

We did so on the fifth of February, I think it was. We simply sprang up as a group. We had no authorization to represent NADAM, or to represent anything particularly, but within a period of about ten days about fifteen Deans of Students assembled in my office in Chicago and we spent one day together. We polled each other to find out exactly what we represented, and found out that we were actually speaking in the names of about 175,000 students. We sent off to Washington, to General Hershey, to the American Council on Education, and the National Education Association our recommendations at the end of that day. I am not self-assured enough on behalf of this group to think that we made the change effective on Friday of the same week

that we met on Monday, but I would like to think that this was a part, at least, of the total picture, the fact that the Deans of Men and Deans of Students of large Midwestern Universities were concerned and were anxious to do something about it and that they met, and that such a recommendation was of some significance.

Now, if our organization wanted to speak, although we have an Executive Committee, I am not sure that we are geared in our thinking to taking action in time of a crisis such as this. I think we should be, and I think that the kind of thing that Wes has said this morning is psychologically conditioning us to a sense of our not only potential power on the national scene, but responsibility actually as administrative officials.

That is only one phase that I wanted to comment on.

CHAIRMAN SPATHELF: Thanks, Bob. Dean Newhouse, you had an idea here a minute ago.

DEAN DEAN NEWHOUSE (Case Institute of Technology): Yes. I have been having some extremely interesting experiences the last two or three weeks, which seem to be brought together in the frame of reference, I think, of the second question that Wes Lloyd proposed, and I would like to comment specifically on that for a moment.

The question is, "Does the Association plan to meet the needs of the colleges of the country in their recent trends in organization, or rather to perpetuate itself as a limited and intimate group of Deans and Advisers of Men?"

Last night Blair Knapp, sitting here to my left, presided at the banquet of the American College Personnel Association in Chicago. He spoke the wisest words that I heard during the conference. I am not going to try to give those at this time, but I am going to ask that Blair do it in a moment.

Saturday the Student Personnel Committee of the American Council on Education was meeting in Chicago and discussing future projects for that committee. Perhaps some of you do not identify it as the committee responsible for the publication of the American Council of Education's brochures on student personnel work. Working with that committee has been a most interesting experience. Under Ed Williamson's leadership, it has not in any way at any time ever competed with any professional organization in this field, but has rather adopted the role of seeking to

assist all of us in the job that we have to do. As it discussed its future projects, one that it had great interest in was a possible project of asking each organization in this field to state what it considers to be qualifications for the kind of positions that its members hold, then bringing those together simply in the form of letting everybody see what those statements are.

I was particularly interested in Chicago during the meeting of the American College Personnel Association to hear it said over and over again that student personnel work in the colleges has now attained a status which permits it to do this and that and the other thing. I commented to Ed. Williamson about whether this was an attitude of smugness or not. Ed. answered that he thought rather that it was indicative of an ignorance, that possibly the persons who were making those statements were effective and able workers in the field, but not the administrators who know what it is to fight for a budget every year and know that there is nothing fixed for this field in most of the colleges as yet.

I am reminded of a midnight session of a couple of years ago with a group of student leaders who were concerned with their problem of gearing their work and efforts to the administration of the colleges that they came from. Out of that evolved the thought that perhaps their greatest difficulty with their college administrations was that the administration would seldom state its principles by which it was acting so that the public, the faculty, and more important to them, the student leaders could know what those principles were and could accordingly get in line with those principles, oppose them, or work to change them.

I wonder if the ability to state the principles by which one works is not pretty close to a definition of what is leadership.

I think it was three weeks ago, Don, that we Ohio Deans of Men (some fourteen or fifteen of us) met at the University of Akron for an informal session which became intensely interesting when the old catalyst, or needler, Gardner threw out the question of "what leadership do we want NADAM to take?" Out of the discussion that followed his question came the thought that it is high time that we, as student personnel administrators, as Deans of Men and Deans of Students, state the principles by which we carry on our work. We became quite convinced that if such a statement could be made that it would be extremely helpful not

only to us, not only to the younger members of this organization who need some leadership on those points, but also to the Presidents and our other administrative colleagues who have to work with us, who may be somewhat confused as to why we take certain stands and adopt certain points of view. Certainly it would be helpful, would it not, with the students, the student leaders, with whom we work and with our faculty colleagues and perhaps in some respects with the public, the friends of the institutions who are concerned with the work that we do.

I was commissioned by that group to bring a proposition, or a resolution, before this group. I would like to throw that out at this time as an implementation, I feel, to the implication in this second question that Wes Lloyd put. I would phrase that as follows: "That the Deans and Advisers of Men, as a group, seek to determine and then to state publicly those principles and ethics common to them all by which they are governed in their work as student personnel administrators." As a second part of that resolution, "that the President appoint a committee or a group to undertake the task and to formulate such a code for submission to the membership of NADAM, hopefully prior to the annual meeting of next year." And a third part of it -- only a suggestion from these Ohio Deans, which may have some bearing on the other question regarding regional organization -- that if the Executive Committee of NADAM so desires that Association will volunteer its services in trying to formulate the first draft of such a statement of principles.

We got rather interested in that. We felt that that, as a job to do, would do a greater service for us as a regional group, that perhaps it took a job to do to make a regional group a functioning and dynamic thing.

I would like to leave it then, Vic, with that proposition as implementation to a role of leadership for this organization.

CHAIRMAN SPATHELF: Well, I said at the outset that no one had rehearsed this up here. It is obvious that Dean has. (Laughter) Don't let that stop you boys, let's go. (Laughter)

DEAN A. BLAIR KNAPP (Temple University): This is unrehearsed, Vic, and just personal observations on what Wes has said.

In the first place, let me say that regardless of this title that is on the program, I am a Dean of Students, and I think

I think like a Dean of Students and my problems are the same. I would not want this Association ever to get so large that we lose that common personal touch that has been characteristic of NADAM. As far as I am concerned, that is Point Number One.

I think it is significant too that in proposing these questions to us, Wes has not even inferred that we face the necessity for making decisions with the idea of the existence of NADAM in the balance. He made it very clear that as far as he is concerned, NADAM's future is certain, but he is suggesting that perhaps now is the time for us to decide what we want to do with it. I think that is significant.

As I see this personnel picture generally, and this is a very general statement, there are three classes of persons being involved in it. There are the technicians, as I call them, the professors and the administrators. The professors and the technicians have been increasingly vocal. I am not always able to understand what they are vocalizing about, but they are vocal. (Laughter)

I think the group that has been less vocal, and needs to be more vocal is the administrative group. We are the ones who are going to provide the leadership, unless this whole personnel business is going to get more confused than it is now.

Now, I do not care what our titles are. I do not care about the arguments we have had about name. I do not care how many Deans of Men or Deans of Students, or what have you, we have here. I think by and large this Association has been an Association of personnel administrators and that our problems and interests are more in that direction than in any other.

As far as what happened in Chicago, I was there for several days, and as some of you know, most of you probably, this thing called "unification" has been on everybody's lips for three years in that Council business of which the American College Association is a part. I was needled constantly, every turn of the road, with questions something like this: "With unification what is NADAM going to do?" Well, I was not authorized to make any statement for NADAM, but I felt the situation was such that at that ACPA dinner I wanted to make a personal statement, and I did. It was something like this, that as far as I was concerned this thing called unification had several aspects.

One aspect was the paper aspect, in terms of constitution, by-laws and all the other rigmarole that is so difficult to

work out, and so important. I am not minimizing that. I said the second aspect, and the one that impresses me as of basic importance is a different kind of unification. It comes from a personal association in common objectives. That we who are dedicated to this business of helping young folks -- and unless we are dedicated we do not belong in the business -- have a unification, that just comes naturally because we have that common objective.

And then I simply pointed out to them that at the head table at the ACPA dinner were three members of NADAM, and at the meetings which they had attended there were, conservatively, forty members of NADAM. I said, as far as I was concerned, I was not interested in conversation about unification, preferring to have it come on the personal level.

I learned later that the Deans of Women had that afternoon rejected unification by a vote of 180 to 140. And I got credit, which I did not deserve, of trying to be diplomatic with respect to that vote, and suggesting that if folks would just take it easy those kind of problems would work themselves out. And, of course, I had known nothing about it. In other words, what I am trying to say here -- NADAM has meant much to me. It has meant much to me because of the personal quality. I do not think we can dare lose that. I do feel that the times, not only nationally but in the personnel profession, require us to assert ourselves more specifically and determinedly than we have in the past. I think, as personnel administrators, regardless of title, we had better begin to assert ourselves before the professors and the technicians run away with the show. (Applause)

CHAIRMAN SPATHELF: Evidently that was a speech too, Blair.

DEAN KNAPP: No.

CHAIRMAN SPATHELF: I think one thing that Blair said needs a little pointing up, for perhaps a point of perspective, and that is that even in the original group that founded this organization way back in 1919, there was represented the administrative or the key-leader point of view. Now the thing that has happened is that since 1919 our administrative organization has left its simple garb and become more complex. So, increasingly those same individuals and newcomers to the organization were being called upon to administer larger and more complex organizations. In other words, since the very founding of our organization we have been going through this very evolutionary period of the founding and crystallization of student personnel organization.

Actually, I think we have been just a little bit misled in our title emphasis, which placed a counselor kind of implication to the exclusion of the administrative responsibilities which have always been there. I think that is a point of perspective that we all ought to keep in mind, in any of this discussion. We are not different people talking about different things. We are the same people talking about newer developments and newer problems which have become just a little bit larger, a little more complex, and perhaps a little more clear than they ever have been. At the same time, we have, in assuming increased administrative responsibility, tried diligently to keep that counselor relationship even at times under difficulty.

Come ahead, Bob.

DEAN ROBERT E. BATES (Virginia Polytechnic Institute): I think the question has been pointed up in various remarks that have been made, that this organization has really hidden the work of the dean and the significance of that work under a bushel. I think that this trend which Wes has referred to of centralization, and the implied growth (the growth which that implied) has come about with the help of individual members of this group, but without any real help of the organization as an organization. We were in on it. As individuals we had a moving part in it, but I do not think that the organization has taken a position which has been of as much help as it might have been.

As we move along we find ourselves in the position, more and more of us, as administrators, of a larger picture which has, to varying degrees, been accepted on our own campuses.

There is one other angle that I think should come in with a statement of ethics, a statement of policies--whatever you want to call it--and that is, I think, all of us need a means of measuring our effectiveness from an overall point of view. Now there may be attempts at such measurement. Certainly they have not come from this organization, and it seems to me that if there is any group that should be in a position to set up such a means of measurement, or evaluation, if you want to call it that, this is the group that should do that. I think it would help each of us in measuring our own situations. It certainly would be helpful, when we have to present our ideas to our superiors, to have some disinterested basis of comparison.

I think if this organization is to take the leadership which the individual members have taken, it can provide something that will be very helpful to each of us. We certainly have no

lack of feeling of the importance of our work. With all of its headaches, we would not be in it unless we did feel it was important. I certainly think it is high time that we took steps to demonstrate to others, both on the college campuses and, equally important, off the college campuses, that this student personnel field as an integrated part of American education is important and that it gets recognition when such recognition is due.

CHAIRMAN SPATHELF: How is the spirit moving us up here? I think there is one point that may serve as a glimmer of light on a potential kind of thing that has been talked about up here, and that has been the relationship of NADAM to, let's say, the Interfraternity Conference. The National Interfraternity Conference has met annually and at the same time has invited to that conference as its guests members of NADAM. Many, many times over, as policies have been discussed and considered, NADAM as an organization was there to assist in the thinking. Now it is that kind of working relationship that seems to me is tremendously important.

But as I look at this educational scene I recognize that we have many different kinds of organizations on the face of the earth where we do not have that kind of relationship. The American Council on Education, the American Association of Colleges and Universities -- you can name a list of them, if you will -- are grappling each day with vital problems in education, among which are particular concerns in student personnel work.

If we are consistent in our philosophy of considering the counseling function as an integral part of instruction and education, it seems to me that those who have the responsibility for the integration and coordination of this kind of work on the local campus need to be, at least organizationally and personally, in a position of making a contribution in those councils wherein basic policies, basic new trends and ideas are being developed in education.

As it is right now on our local campuses, each of us has the responsibility of trying to make all who work in any kind of a personnel function serve as a team. The only part of it that is analogous in the situation at the present time, I think, is that the halfbacks are getting organized, the quarterbacks are getting organized, the ends are getting organized. It becomes a problem of organization at that time which makes the integration process more difficult, especially if the coach does not know what he is going to do with all of this form of organization that he consequently must direct.

There is perhaps another way of saying that we are perhaps at a handicap at the present time for very honestly saying to ourselves that we have not been out in front in giving the kind of leadership that perhaps is necessary if we are going to do an effective job of integration on our own campuses.

Don, you have been sitting way over on the left hand side, in your usual fashion here, waiting for the opportune time. This is the opportune time.

DEAN DONFRED H. GARDNER (University of Akron): Vic, there are several things I want to say. First of all, I want to clear up a couple of points. One is these snide remarks that are always made about me. (Laughter) Secondly, don't let them kid you that this thing was not rehearsed. (Laughter) You probably noticed Wes collaring everybody in the corner and showing them this document and everything, and he tried to buy a group of us breakfast, and they wouldn't pay any attention. Everybody had their own remarks. So I wanted to get that cleared up first. You can't kid these fellows on that. (Laughter)

I don't want to steal any of Wes' thunder here. I think his address is very, very apt. This thing has been talked about here for years. As I see it, there are two things which kind of bother us. One is losing the familiarity and the friendship. Well as long as you can walk into this meeting and hear four vulgar jokes from there to here, you need not worry about that. (Laughter) And I have heard them since 1928 myself. And as long as you have Bill Tate and George Davis, and fellows like that, the familiarity will remain. (Laughter)

So far as the title business goes, there used to be all Deans of Men. As I remember, there used to be one Adviser of Men and that was Werner from Maine. Now we have had Vice Presidents inflicted upon us. We have one up here, and I see Jorgen Thompson came in, and Julian back there is a Vice-President. Willis Tate, they couldn't do anything with him, so they kicked him upstairs. So the title thing doesn't bother us any. This whole matter has been gone over year after year, as I called to your attention a couple of years ago, even Old Daddy Collier told us way back in '31 that the days of the "Country Club" were over. That was before many of you were born in this organization, and you still think the Country Club is here.

However, I am in thorough agreement -- though they would not let me talk at any one of the rehearsals (laughter) -- that this organization -- well, I won't use the expression because

Hazel is in back of the room, but at any rate, it is time for this organization to take the leadership which I believe it is competent and capable of doing. We have kicked it around. I understand now we are to meet as a committee. Well you know what that will mean. We will boot that one around for a day or two, and then we will come in here and argue.

There is one thing that I think concerns the newer men, particularly those men who do not have these huge staffs like they have at that "red" institute in Chicago (laughter), where you have to do several things. You have to be a counselor as well as administrator. I was happy to hear you say that Ed's committee, which has made a valuable contribution to this whole field, if I understood you correctly, is considering drawing up a brochure on administration, and Ed is probably going to talk this afternoon on that.

The issue seems to me clear, and it doesn't seem debatable any more. I hope we can keep the women out, but I am not so sure of that at times. So I have very little to contribute, but I did want to get up, since they wouldn't let me talk at the rehearsal. Thanks. (Laughter and applause)

CHAIRMAN SPATHELF: I would hate to be a Majority Leader in Congress and try to keep Don under control, wouldn't you? Well, pick it up. I want to get all your pearls of wisdom on this business here. Any further comments? The boys feel they worked hard enough. I think we have a union up here too.

We will have it from the floor then. Stand up and give your name for the benefit of our newcomers, and pose your question. We will see what discussion we can get out of this group up here.

DEAN MORTON J. RENSHAW (Los Angeles City & State College): Dean of Students of one year duration. I left sunny California to come to Chicago and I got there early. I would like to say this, as a neophyte in the field, that I have high hopes for the session here, and if I don't get more than I got in Chicago, I am going to stay home next year. (Laughter and applause)

I agree with the statements that have been made. There are problems in the administration and personnel work, which in my opinion were touched only in "bull sessions" during the period of time that we spent a little ways up north. I would like to say this also in response to some remarks made about the lack of formality that you have here. I have been here since seven-fifteen and I feel much more a part of this group than I ever

did, even in the smaller groups that I attended there. (Applause)

DEAN L. K. NEIDLINGER (Dartmouth College): I would like to make a remark in regard to the last speaker. As Past President of this organization and responsible for the program last year, I think I can say something that the men responsible for the program this year cannot say. That is, that Mr. Renshaw and the other newcomers here have many great hopes that the program of this meeting is going to be extremely beneficial to you, and I am afraid you may be doomed to some disappointment. In the time that is available, and the variety of interests that this group has, the variety of problems which we all have to deal with, I know from our experience last year, and from the experience of previous years, that to plan a program that is satisfactory to everybody and which gets to the problem that any particular man happens to be interested in at this particular moment, is a very difficult thing. We are all interested in the effects of the National emergency, and that we will get something out of. But to Mr. Renshaw and the other newcomers here, I would simply like to say that what you are going to get out of this Association is the opportunity, which certainly those of us who have been here for some years are very receptive of your stepping up to some fellow and say, "This is my problem. You have been at this game for a long time. What would you do about it?" Or, "What did you do about it when you had a similar problem?" The meetings in the lobbies, the meetings over the lunch tables, the general "bull" that will be thrown around where you can listen in on it, in the long run is going to be worth a lot more than the formal program is, even though the formal program this year may be much better than it was last year and in the past.

DEAN CLARENCE E. DEAKINS (Illinois Inst. of Technology): I liked Blair's analysis of this problem we are discussing. I am a member of both organizations, ACPA and NADAM, and I feel that I get something different from both organizations. I go to ACPA to keep in touch with the fundamental scientific research in our field. I come to NADAM to get the application of the facts which the ACPA group discover for me. I think there are two very distinct functions and we get our administrative values and our administrative techniques in this organization. ACPA, with its scientific approach to the problem, is very necessary. But they are in some respects quite different.

DEAN RENSHAW: I would just like to respond and say that those few of you who do know me, and the other Green Ribboners know, that my functions are not strictly confined to regular sessions. (Laughter)

DEAN STROZIER: We will be glad to have one. (Laughter)

DEAN A. RAY WARNOCK (National Interfraternity Conference): I think I am the oldest one here, and I have known this Association longer than anybody else and I would like to recite an incident which will lead into what I am going to say. Back in the early twenties we went down to Lexington. That was the farthest south this Association -- small then -- had ever met. I should explain that in those days the southern colleges were somewhat backward. They have improved tremendously since, but at that time they had not produced their "Shorty" Nowotnys, and Fields and Cloyds. And the Southern Colleges, a few of them, sent some advisers of men up to that meeting, a Professor of Bible, or a Professor of Philosophy. They had been advising men. And on the second day of that meeting Dean Clark was in the chair, one of the Southern gentlemen got up and said, "I would like to ask you northern Deans a question." Dean Clark said, "All right." "Do you Deans pay attention to drinking, gambling and wild women?" Dean Clark grinned and said, sometimes he thought that was all he did. (Laughter)

Dean Cloyd said the other day, "I was telling our President we ought to do something like that down our way." (Laughter) A little later Dean Clark wrote to me. Perhaps I have the letter in my file, in which he said, "That southern 'gazabel'" -- that is what he called him -- "opened my eyes."

I think probably one function of this organization in the future, as the years gone by, will be to enable the older Deans of Men to pass on their knowledge and wisdom and experience to newcomers, younger Deans of Men. Now I think that that is the principle function of this organization, and it can be tested by what the younger Deans of Men carry home. There will be personnel organizations with their IBM machines, the psychologists, and psychiatrists. They are going to help us. I grew up as a rule-of-thumb Dean of Men, but I came to the point where I believed those people were sixty percent better than guessing. But there is a forty percent of the job which is a country-doctor job, and so there will always be a Dean of Men because there will always be a situation involving the future of youngsters, in which the Dean of Men is actually alone with his God. I wish I could forget the thousands of occasions in which I was alone with my God. I would like to share the decision and responsibility with the President of the College, the psychologist, the physician, but no, I had to say, "Bozo, you are it. You have to make that decision." And I have no doubt that there are thousands of Penn State graduates who are where they are now because of some decision that I made when I was like a country doctor, alone with my God.

I had an interesting experience one summer with Dr. Edwin James, the President of the University of Illinois. His family was away, I was living at the University Club in Urbana, not married. Dean Clark took me on as his assistant in 1910-- the first one I ever had. He decided to take a vacation. He left in April to go to Europe for six months. In April Dr. James and I were sitting on the side porch and he said, "Young man, you are getting along pretty well. You are doing the job as well as Dean Clark could do it. How much are we paying you?" I replied, "You are paying me \$2,000." He said, "We are paying Dean Clark \$6,000. Why are we paying Dean Clark \$4,000 more than you?" I said, "Prestige and experience." He said, "That has something to do with it. There is ninety percent of the job you can do as well as Dean Clark. There is ten percent of the job that he can do that you cannot, and there is ten percent of the job that he can do better than you, and that is why we pay him \$4,000 more."

I hope therefore, I believe that this organization is primarily an organization to help these younger Deans of Men coming along so when they get into that situation that I described as being alone with their God, they will be able to make their decision. I didn't go to the Dallas convention -- I sent Danny Marino -- and I would not have brought back any notes from that convention. Danny brought back a notebook full, and for the next three or four weeks he would come into my office and spout off about a half hour. I would say, "Wait a minute, Danny, I'm fed up. Save some of this for tomorrow." Now that, as some speaker has said -- I think it was Neidlinger who said, "You won't get that from the program." Dean Clark has many boys, and they are holding pretty important positions. As Fred Turner will say, Dean Clark could never have written down in a textbook what we learned from him. We learned it from being with him. And so the younger Dean of Men have an opportunity here, in the corridors and elsewhere, to acquire from the older Deans of Men and from one another experiences, wisdom, this and that, which will prepare them, I will say again, for that moment, which is surely going to come in their lives many times, if they continue, when they will be the fellow who has to make the decision. They will be alone with their God, and God help them if they are not prepared at that time. Thank you a lot. (Applause)

CHAIRMAN SPATHELF: Thank you, Ray. That meeting that Ray was talking about, Fred tells me, was held in Lexington in 1922 and there were twenty people there, he says.

Are there more questions from the floor?

DEAN ED. L. CLOYD (North Carolina State College): My attitude about this whole thing, after some thirty years, is about the same as that of a bootlegger when he delivered the liquor at the Mayor's back door. When the Mayor started to pay him, he said, "Mr. Mayor, in our profession, it isn't so much a matter of the money that we make as it is the nice people that we meet." (Laughter)

CHAIRMAN SPATHELF: You fellows with Green Ribbons have to get used to this.

DEAN CLOYD: That is my idea. I remember when I first attended my first meeting of NADAM as a youngster, just appointed. My only job at that time was to keep the demerit system that the military had mussed up at our institution. But ever since then, as I look back over it, it is not so much the programs that I remember, or anything else about the mechanics, it is the folks that I have associated with, and who have given me some idea of how to do this kind of a job.

My other comment is to reinforce what someone said here about the working relationship between the National Association of Deans of Men and others that has grown up between the National Interfraternity Conference and this organization. I remember when I was one of the very few -- and I don't know how I got in -- but I did get into a meeting in New York. I don't think there were more than two or three Deans of Men or Deans of Students there. I don't know how we have done it, but over the years my association with that organization has been more and more closely knit, and I believe that is the way we are going to do this job of unification, just as it has been indicated here. There are certain things that we can do better by organization and there are other things that we can get out of association with these other people. On my campus we have a man we call Director of Student Welfare. He was brought in there since I have been there. I don't care anything about his title much, but we work pretty well. His main job is to look after the technical part of this thing, the advisers in counseling and the testing. Mine is more on this personal side, and yet as you get along in this thing more and more, they want to throw everything else that they do not know where to put in your office as the Dean of Students and Dean of Men. So it isn't so much the question of your organization and the constitution as it is the way you try to work with other people, and the way you try to get from them something that will help you in solving these everyday problems that come up to everyone of us who has any capacity in here.

DEAN BRINTON H. STONE (University of Chicago): I used to be a Dean of Men, and came to the Ann Arbor meeting and the Dallas meeting as a Dean of Men. I got misled into becoming a money-raiser, temporarily I hope. I have come to two meetings since I was a Dean of Men at my own expense. Some of the fellows with Green Ribbons might get an idea of what it means to a person from that.

DEAN NOBLE HENDRIX (University of Alabama): I would like to talk personally from my own experience. I feel I have not been in the organization so long that the first impact of it has been lost, in my own personal experience. I would like to say just this personally, testifying for this organization, as to what I wanted from it, and what I got from it. People have talked about this matter of association and having a great deal of pleasure in the association, that there were two lines of personal help in the matter of the overall approach to this problem of student personnel work that came to me out of my associations with NADAM. One was the matter of comparison, the matter of simply talking about what other people have been doing, and what we had been doing. And out of that comes, of course, reinforcement that all of us need; a matter of self-confidence is, I presume, implicit in our work as it is in all work and it gets a reinforcement from finding what other people have been doing in similar lines of endeavor.

But there was another problem in our work, and that was as it expanded, how were we going to get people who knew a good deal about the division or the area of our general field that they were working in, but also had a pretty good conception of the general field--and it has been a matter of practice with us to attempt to bring our man who had charge of student housing to this meeting in order that he might meet with other people here who were working with that field, but not off somewhere separated from the general stream of the work, but that he got his basis of comparison in the atmosphere in the overall general objectives of our work. The particular service that we have had from NADAM is that our people working in particular fields got to meet other people working in that field, but not as separate technicians off somewhere, but within the stream of the thinking in the whole field. This has been of great value to us. There is another value. As, particularly, individual problems came up either we were able to get the people together or Fred helped us get them together. And, Fred, we have another problem there. There are some of us in public institutions in the southern states who would like to have a meeting to talk about a problem that is coming to us, or being forced on us, either way you want to look on it, with regard to implications in our work. I meant to talk to Beaty

on the thing, but I hope that somewhere on this schedule that a few of us can have a chance to get together and talk about the problem that is coming there. Many of us will have Negro students coming to us for the first time on our campuses in the next few years. Already some have come. There may be no problem involved there at all with regard to student personnel programs. But on the side of student life, student organizations, and student activities many of us feel there may be a problem on our campuses, and we would like to talk together.

SECRETARY-TREASURER FRED H. TURNER (University of Illinois): May I speak on that right now? Mr. Chairman, one of the men from a southern institution spoke to me about that last night, and I think we had better try to set them up. The man said to me simply this, the problem is there and there is no question in our minds that we have to get ready for them. We have to get a few of our people together to discuss the social implications of this thing, how we are going to meet the problem. I asked him how many would probably want to attend that meeting, and he said there would be fifteen or twenty southern institutions involved in it. If that is the case, I think we can find out right now. Perhaps those men can meet, Wes, in your suite tonight, which is 421. They can meet in the parlor of Wes' suite if there are not more than fifteen or twenty. Can you raise your hands, please? 421 will not do it. There are more than that.

I might say this to you. Could we get it by institutions? There is a regular session planned tonight on the problems other than military, and if one man from each institution--if there is more than one man from an institution, perhaps one could take this special meeting and one could attend the other. At least one man for the special meeting. Could we get the hands again by institutions only? It will be harder to get a room for more than twenty. I believe that will do it all right. That will handle twenty all right, won't it, Wes? Somebody may have to sit on the floor, and we will get some folding chairs up there. It is a good big room all right. I should think this might work out, if it is agreeable, at the conclusion of the briefing session for Conference II tonight--we go to the conferences at eight o'clock--this particular group instead of going to their regular sections, as provided in the program, let them simply go to Wes' room, 421, and Wes, you can arrange with Noble to get the key so they can have that room available. Does that cover the problem, Noble?

DEAN HENDRIX: Yes.

CHAIRMAN SPATHELF: You are raising a problem which is a very real problem in student personnel work, and some people who have had experience along that line might be of assistance.

You can see, this is a most informal group. This is turning into a testimonial meeting, a program planning meeting and a joke session. These gentlemen at the front are going to have to absorb some of your wisdom as well on the implications of Wes' talk this morning, so let's see whether we can get some more questions directed to that particular emphasis.

DEAN WILLIAM TATE (University of Georgia): Since my name has been taken in vain here, I thought I ought to say something. George Davis wanted me to officially apologize to Don on my behalf and his, and to say that both of us have been on good behavior here, and we didn't think our jokes were so bad. (Laughter)

This question of unification, and so forth and so on, has been a family problem of mine for a long time. Both my grandfathers got outvoted and also out-shot. (Laughter) Except we called it something else at that time. I always like coming to NADAM because I get to talk to a good many people about a good many things that deal with my problems on a local basis.

Last year I learned something at Williamsburg. I had been in bed with intestinal flu, and I didn't get up until twelve o'clock to catch a two o'clock train. I usually roomed with Bob Strozier, and when I got to Williamsburg I saw Bob at nine-thirty and I said, "I'm feeling under the weather." He said, "What you need is a good drink of liquor." He poured me one out, and I drank it at nine-thirty. So I learned that at nine-thirty at Williamsburg that corn liquor would not cure the diarrhea. (Laughter) I like to come to NADAM because even the medical advice is on a personal basis. (Laughter)

I get to see a lot of people and talk over things with them, and as long as NADAM exists, I expect to come and I don't know whether I am going to go to all these other personnel conventions they have. I have gone to them, and I have listened to a lot of their scientific explanations of personnel problems, and sometimes it sounds to me strangely like black magic for small minds. (Laughter)

CHAIRMAN SPATHELF: All right, some questions now.

DEAN ERICH A. WALTER (University of Michigan): I want to say, as a newcomer, and simply a newcomer of two or three years,

and as a member of ACPA, that I heartily applaud the remarks that have been made by our commentators in the front of the room. Those remarks and the remarks that have been made in the last few minutes here, raise an essential question with me, which I think our President highlighted for us very well. Namely, do the members of this group, and does this organization, really want to assume that position of leadership in the matter of student personnel relations, student personnel work. It could be, and if I feel the pulse of the remarks here correctly at all, it may be that we don't want to. As I say, I applaud the remarks that have been made.

CHAIRMAN SPATHELF: There is a basic question, it seems to me, that needs to be thought out along these lines. Leadership is going to have to be assumed by someone. We exert a certain amount of leadership on our campus at the present time. We are constantly making recommendations along those lines in our official capacities. On the other hand, that has been a rather natural situation that has come as a result of the particular position which you individuals have held.

Now, if the point of emphasis on a national basis changes, a basic philosophy which is obviously expressed here, where the point of emphasis is going to be in student personnel work, so forth and so on, then it seems to me we can either accept or let leadership alone, but something is going to happen at that particular time. I am sure that all of us, with larger institutions at least, can indicate that on our campuses we are constantly trying to harmonize the interests of those particular assignments in this area. It is a problem of putting them in their proper relationships. It is a problem of putting the pieces all together again to make them work. When we had a simple organization one man could do the whole job, as well as he was able. We have now become departmentalized, or specialized. We still have the job of putting the girl or the boy back together again, as far as staff resources are concerned. Where the emphasis is going to be, where the leadership is going to come from is the point at issue I think and I think it is minimizing the situation to say that there can be changes of emphasis. I am not saying that they are good or bad, but it can happen. On the other hand, here we are responsible for the job on the home front.

Now it seems to me that what has been going on here this morning has been considerably a reaffirmation of the values of this organization, the kinds of things that we want out of this organization, and so forth. What we are really talking about

is how do we make the organization more effective, safeguarding the things we think are valuable, but extending the values, and extending the influence of collective judgment of this particular group. We are talking about vehicles as well. I think what President Wes has very ably said for us is, this is not a matter of kicking overboard that which we have always thought most valuable here. It is a matter of extending the benefits. At that particular time, we start talking mechanics. But these problems that are of concern to us are discussed in other areas. It goes without saying that voices other than those who are responsible frequently are heard to the exclusion of those who comprise this group, also go without saying at times. So this is a long term educational problem, the issue of which I think has been forced as a natural evolution of our development of thinking here, and we have various interests, trying to clarify the status of things. Now it is a question of whether we wish to participate in that kind of thing as well.

DEAN ARDEN O. FRENCH (Louisiana State University): Mr. Chairman, I made my first visit in 1940, and I think this is my first comment on the floor. It takes about ten years to where you can go from a Green Ribbon to a Reception Ribbon. I think it takes twenty years to twenty-five years to get up to the position of our Chairman, isn't that correct?

CHAIRMAN SPATHELF: I assure you it has not. It has taken ten.

DEAN FRENCH: I would like to make a comment on my observations about the discussion. I am inclined to subscribe to the proposition which has been submitted, that this Association with its long history of leadership has not in the last ten years been vocal enough to guide the administrations in a great many institutions, formulating a balance between the new movements, the new techniques, all of which have been valuable, and have come out of the ACPA. I believe that we would be hiding our heads in the sand if we tried to live entirely upon the laurels of the fellowship of the Association. I happen to be one who came into the profession of the Dean of Men -- I can remember very clearly reading an article on the life of Thomas Arkle Clark. I never knew Dean Clark. I don't believe I ever knew personally Dean Coulter. But I can remember through the years that the influence of those men seemed to give motivation to the purpose of personnel work. I believe the strength of this Association here has been largely that it has guided the personnel affairs of the universities through this democratic informal process. It has kept a motivation for personnel work beyond that of technique.

Now, it seems to me in the last ten years, or the last few years, that the emphasis or the pendulum began to swing to an opposite direction, to where technique in personnel and the use of words, which were apologized for by our President -- therapeutic -- became the way to explain what you were doing.

Now this bickering back and forth between what is the approach, that of the ACPA, the personnel associations, hammering in on the administrations of universities, and those of us who are interested in the conservation of the basic principles which have motivated personnel work, hammering rather silently, is creating a state of confusion in the minds of many administrations as to what they should do in the way of developing a very important phase of education.

My own observation in the institutions that I have observed in the last few years -- and I went out two years ago, because of the confusion that I was getting and exposed myself to a good deal of it -- that hammering back and forth, and the assumptions that we expressed frequently here, is going to create a condition which in some instances is going to destroy not only what the ACPA wants, but what NADAM has been working for years to preserve. It is going to affect budgets, and I think it is going to affect greatly the selection of personnel in many institutions. I have heard college presidents say that they do not care to get in the middle of a friction between the ACPA and the NADAM, and particularly the NADAW. (Laughter) As a matter of fact, I heard a man, a controller of an institution, just recently propose a committee, what do you think of eliminating the whole business, and creating a coordinator of those things which deal directly with students. We will have a counselor of men and a counselor of women, and we will do away with the authorities which the Deans of Men and Women think they have in this institution. Another man reported last year, at a meeting that I attended, that a President of the University received a letter from the American Association of University Women, in which they dictated or directed to him the fact that they would throw them out of the Association, of the American Association of University Women, unless they cut the tie of direct communication from the Dean of Women to the President. I understand the President had a paper basket right next to his desk, and it dropped in there.

CHAIRMAN SPATHELF: File 13.

DEAN FRENCH: To give you a background of what I am driving at, a very prominent person in the whole field of

personnel, who in my opinion has given leadership to the direction of the thinking on the technique and the approach that should be made by those of us who are attempting to do a job in this field, belittle before three hundred younger personnel workers, the discussions of our Association. I talked with him afterwards, and this is the comment that was made, that the national association of Deans of Men had a convention at Dallas. He said, do you know what they talked about? They talked about, what would you do with a drunk if you met him at two o'clock in the morning entering your dormitory? And it left the impression that we saw no correlation whatsoever between handling that drunk and the life of the boy, and the poise and composure of the institution, and to the younger people, they got the impression that we had no understanding of the therapeutic approach when we discussed the basic problem of what to do with a drunk at two o'clock in the morning.

Now that is beginning to confuse the minds of a lot of our younger men who are looking to this field as a vocation, and I contend that if that does not stop by an Association like ours setting forth, as has been suggested, a basic program, involved in the constitution if necessary, which will unify in the minds of the men associated with this Association, the basic principles of the personnel program.

With that in mind, I want to assert that as a member of this Association I am convinced in my mind that we have a more important job as an individual association today than we have had in its past existence. As a separate institution, not bound up by all of these obligations of national unification, but definitely set out on a goal and a program, that we can lend a balance in the direction of personnel work which will combine technique with motivation. I go back and say that the only justification that I can see for a man being a Dean of Men, or a personnel worker, is to use all of the values of research that come out of the educational research field in the field of personnel, but applied to what will develop an outstanding citizen when it is finally put into operation.

Now, someone made this suggestion, and I close with this because I did not mean to make this much of a talk, but this is the only time I have spoken in ten years. (Laughter) The problem seems to me to resolve itself into trying to bring down to understandable terms, to the average college president and administrator, what you mean by personnel work. It seems to me that we have gone to the extreme and are talking in a terminology which they do not understand. I am reminded of a story that was made by, I believe, President Roosevelt before

the war. It is not heresy to quote him in this organization. He said that he asked a university professor from Princeton to make a radio address to the nation on the procedure of blackouts, and he said, do you know what he did. He said, "People of the Nation, I wish you would dim your illumination when the sirens sound." And the President said, "What I wanted him to say was 'to turn the lights out.'"

DEAN KNAPP: I think Bob Waldrop asked the \$64-question, and the last speaker has referred to it also. I think it is the crucial question which we have to settle. Do we want to assume leadership in this particular area. I think there is a vacuum there now. It will be filled by somebody. Do we want to do it? That is the decision we have to make. Now the question of our interrelationship with other organizations, as far as I personally am concerned, is something that will work itself out. That doesn't worry me a bit. Time will take care of that. If we take it easy, I think they will learn to take it a little easier too. Some of the events that have occurred -- but our basic question is what do we want to do with this opportunity that exists.

DEAN STROZIER: I think Bob Blair, in his first talk, saying that he belonged to both ACPA and NADAM, pointed out something that a good many of us feel that there is not any basic conflict between the two organizations. I felt that Deakins, from Illinois Tech, however, did clarify the point of relationship, possible point of relationship between the two organizations, in stating quite clearly that where methods, functions and studies of these might come out of ACPA, and might be very useful to use that this is an organization of administrators, primarily. The fact has been pointed up, that this organization has been able to cooperate with other national organizations, or organization. It may be significant that the only national organization with which we have had a close relationship is the National Interfraternity Conference. But in any case, the possibility of cooperating with another national agency, without losing our own identity, and without losing the informality and fellowship, which all of us cherish in this organization, does exist, I think.

DEAN G. A. HAGERMAN (University of Akron): I am the hangnail of that man on the right. (Laughter)

DEAN GARDNER: Say what you want to say, and sit down. (Laughter)

DEAN HAGERMAN: I have been rehearsed for this by him. (Laughter) It seems to me that I have been to these meetings over a period of eleven years, and I have come as a league man or a "dog robber," a small time operator, but I am not an administrator. In short, I do the work, and the other gentleman administrates. (Laughter)

CHAIRMAN SPATHELF: A new definition of administration (Laughter)

DEAN GARDNER: You had better start running. (Laughter)

DEAN HAGERMAN: However that might be, that is really not quite correct, but the thing that has always confused me-- and this is seeming to bring my thinking to a point--is that the leadership is here, and this so-called unification is here. You or I say may, when we have it. We have the leadership and we have the unification, both in technique and, I think, in implementable principle or philosophy. I think we lose sight of the philosophy pretty easily because we can't articulate it as clearly as we would like to. It is an inarticulate sort of thing anyway. So it seems, as I have sat and listened to the kind of thing that I came to listen to, it is a matter of articulation and it is interesting to me to hear such people as Mr. Knapp, and so on, put this thing into fairly crystalized focus. What we are trying to do is to articulate and perhaps to package and sell what we are trying to do in a local situation, and perhaps sell it to somebody else, because we know it is a good product.

I am hardly the one to do this, and this is perhaps rehashing some things which have been said, but I feel very strongly that there should be perhaps a challenge presented, so I would like to present it in a rough sort of way. I have made a few notes about it. But then a challenge on the part of a person like myself, who is trying to learn, trying to do a job, a multitude of jobs, a challenge to the administrators, that the challenge should be to them, to select, to train and to sell, if you will, the services and their personnel to everybody -- students, faculty members, our other associates whether they are on the campus or off the campus.-- and I feel that if that challenge is accepted, in spite of certain realistic obstacles of time and money and facilities, which we all face, that greater leadership and greater unification can best come through that. The selection of personnel who have those basic qualities, the potentiality which, if you administrators can see, which you are paid to see, you must get

because just as industry, I feel, is going through a critical period, God knows so are we. And you men who are charged with the responsibility for selection of your staffs, if you cannot get the staff that you want, we are going to be in a sad state of affairs--I mean those of us who are trying to work with this critical age group. You have to get the best, and you have to do the best possible job you can in training them--not perhaps how to handle a particular situation--and this is the most important thing that I will ever have to say, I guess, as far as this particular thing is concerned --but in spite of all the things which your assistants must do, never let them lose sight of the overall, the big thing, the philosophy, and the techniques and implementation, I think, will then take care of itself.

I have been very confused many, many times (still am) and I guess I always will be, as to the relationship in our own little situation as to where, if there is any limitation, where is it between what you talk to a kid about a part time job or something which is bigger than that, his preparation for citizenship, presently for service of some kind, military or something else.

I have talked too long, for which I apologize, but I think this is a serious thing to me and I think it is to you. So to you fellows to whom we look, and for whom we are working, I would say: Do a job of this selection and this training, and the articulation and sales angle, and there, I think, is the ultimate and the basic contribution which a group of this kind has made to me and will continue to make. Perhaps a few of us younger people, who you will then train, will do this job a whole lot better in the future. That is actually what we are all trying for.

I hope you have gotten what I wanted to say, but I think it is terribly important now, always has been, always will be. So do a job in spite of all these details and the lack of this, or the lack of that. I have seen a lot of good things and I have learned an awful lot. I have a lot more to learn. Thank you.

CHAIRMAN SPATHELF: That is another way of saying this thing that Wes has put up to you. Bill Guthrie, you have been trying to make a speech here.

DEAN WILLIAM S. GUTHRIE, JR. (Ohio State University): When I have trouble saying what we ought to do in the next ten years or twenty years, I always come back to what might be the

next step in the thinking that we put to it. I have been interested in getting the reports through Fred Turner's office on the meetings that he calls occasionally of Deans of Students and I have understood that that has had the blessing of the Executive Committee. My guess is that at a stage like this, that it has the blessing of almost all of us, and I take that as point one.

Point 2 is to watch the progress that has come out in the last two or three years on the question of name change and enlargement of the group to include specifically by title Deans of Students.

So it seems to me, recognizing those two facts, one a defacto organization of Deans of Students which runs with us in this kind of meeting, and separate from us on other occasions, and two, this change in votes which has brought us to the place where I think last year it was almost an even -- no, it was near a two-thirds majority favoring a change of name. So I say I think we are about at the place where we are ready to say that we believe the Deans of Men and Deans of Students, meeting together in a common organization, with a common name that encompasses all--and many of us do not feel that NADAM could not have an extra "S" on it to stand for the Deans of Students, and maybe we can compromise, and maybe we can call ourselves an organization of Deans of Men and Deans of Students, and not ask the separate Deans of Students organization to meet occasionally through the year, with Fred Turner's able help and the Executive Committee's blessing, but recognize that it is a part of the total, and see if that is the next step.

I think occasionally some of us sit in with registrars and other people, but we all have a cooperative relationship back and forth. I do not see the 20-year trend necessarily, but I do not think the next step is very far away from us.

SECRETARY TURNER: May I just add one point of clarification here. The reference has been made to the relationship of this group to the Interfraternity Conference. You will find in your Secretary's report the number of different meetings that this group has been invited to attend, or to participate in, during the past year, and we have turned down a good many others. I think this is significant. Within the past two years our group has had an active part with two other groups which are of considerable significance. One is the Administration's officers and the registrars. Dean Stone represented us at their invitation. They asked us to send a representative to

their meeting last year, and Dean Stone did represent the Association at that meeting. We have had representatives right straight through at this new organization of Foreign Student Advisers and there are others of that character. So this group is not completely standing off by itself. We have been participating in a good many things, but we come right back to the question, why are we there? Is it because of recognition, or does it just happen that we get invited, or did somebody just happen to land there who qualifies and becomes a representative for this group? But we are getting a good many invitations to join with other groups, and we had a significant part in this Foreign Student Advisers because we helped them in the organization of that complete association.

I point that out as a matter of clarification.

CHAIRMAN SPATHELF: I think your addition to that is very correct. The thing I had reference to was an intimate, close working relationship on other than a representative basis.

SECRETARY TURNER: That is right.

CHAIRMAN SPATHELF: Which is something different. I think that we are, from time to time, invited to send a representative because after all this is an organization and it is made up of important people, and therefore it ought to have a representative, but I am not talking about that particularly. I am talking about a close working relationship.

DEAN GEARY EPPLEY (University of Maryland): I would like to go back to the first question that Dean Strozier brought up, and I understand this committee is to meet. I think one thing is our leadership in national affairs and national legislation. I think it must be felt. Those people who handle this legislation do not know as much about what is needed as this group. I am sure if they had the information from this group it would affect their decisions, and if we are going to be the representatives of the students, of the colleges of the nation, we are right there on the ground, we know what the problems are, and we should bring it to the attention and take that leadership.

Last fall, we all know what we ran into with reserves, how they were taking them out of college. I just called up the American Council of Education when that was happening and Mr. Mills' office -- I did not speak to Mr. Mills, but his assistant in there -- said, "We didn't realize you were losing all those

men off the campus." They were going off the campuses all over the country. He said, "We are having a meeting and will take it up with the Armed Forces." And the American Council of Education took it up, and evidently we got some relief from that. Those people do not see what is happening on the campuses, and I think it is this organization's duty in this overall picture to bring it to the national associations, and I hope that this group will consider that as one of the functions to take that type of leadership.

CHAIRMAN SPATHELF: There is an old German saying that says "all good things are three." So we will have three more comments before we close the meeting this morning.

DEAN WARNOCK: The National Interfraternity Conference has been asked to join this council and I have been an observer there. Nobody has given the argument for unification. Blair, can you state the argument of the Council, why they want us to join in, or why they want the Interfraternity Council to join in?

DEAN KNAPP: I am not sure I can, exactly. I think -- Bob Strozier can correct me on this -- it is now generally accepted, even among the leaders for unification, that the plan which they were asked to approve is nothing more nor less than creating an organizational situation which will make unification possible x-years ahead, in terms of the thing working out. I think there was a great deal of nonsense talked about unification in the earlier discussion, that you could pass some legislation and, boom! we were all unified. I think it is clear now that is not going to happen. The proposal that ACPA accepted, and have voted to accept, must go to their members for approval. It is simply a green light to unification on a basis which is not clear at all. That is why I said a moment ago that I think this unification is going to be worked out, and it doesn't worry me a bit. We can unify as we do now by going to both meetings as members for example. If we should take leadership in this field of administration, and make that leadership effective, we probably are going to be invited to have a relationship with them, but the basic idea of unification is that you have all these facets of units and that there should be, theoretically, some advantage in working together.

DEAN WARNOCK: Is that what you spoke about, Vic?

DEAN KNAPP: Is that all right?

DEAN STROZIER: Yes.

CHAIRMAN SPATHELF: Well, Ray, this is purely a personal point of view, which I do not want to impose upon you as Chairman at the particular time, but if you will take it in that fashion, I believe very thoroughly that all of those who are engaged in similar work in the personnel function ought to meet to improve their techniques, to learn more effective manners of doing things and so forth and so on. I think that all groups of individuals ought to seek ways and means of working together to explore those techniques for working together, for being in communication with each other, and so forth. I will say very directly, on an individual basis, that I think it would be unfortunate if the basic ideas of improvement and cooperation are subverted by a pseudo super-organization for pressure purposes. That would be tragic for personnel work. It would be tragic for education. The thing that it seems to me is tremendously important is the perspective of leadership and the perspective for leadership in bringing these things to pass that I have indicated are important.

Further personnel work cannot live apart from education, and in the basic deliberations of the purposes of education and the solution of problems in education there needs to be the kind of close communion that a group of special responsibility and, let's say, special perspective and lighter responsibility have to offer.

DEAN-EMERITUS WARNOCK: You put your finger on what I have been afraid of--that super-pressure power group. In my correspondence with some of those people I have wondered if there was not some super-pressure or political purpose. I think we should investigate that thoroughly.

DEAN ARNO NOWOTNY (University of Texas): I should shut up, but I want to say this. If we are looking for a Director of Health Service, as we are in the University of Texas, that man might be the psychiatrist, who is a member of that staff; but I have a feeling that they are probably going to look for the country-doctor type to administer that problem. It is a difficult problem there -- the food service, the nurses, their "screwball" sections, and all sorts of things to satisfy the student and his health. If I were a college President looking for somebody to coordinate, somebody to administer, somebody to direct, whatever you want to call this business of personnel work, I might find a technician to do that job, but by and large probably I would look for a technician that had a lot of gray matter. In other words, in industry they talk about

not black and white, but there is a gray area. You have to get a man in that gray area who knows how to deal with people. Bob Stewart knows that at Purdue. There are some Deans of Men who get in my hair, and some Deans of Women. They do not understand the gray area where people have to get along with people. And if they do not understand that area, if you want to be just a so-and-so, and demand a strict line of demarcation of authority, you are going to have trouble with that kind of administrator. Scott Goodnight gave an excellent demonstration of that.

You say this Association has not administered, has not had a lot of research. I think it has. You ought to read some of Clark's books. They are old-fashioned, but there is great value in those books and that technique. Scott Goodnight also took Ed. Williamson's new textbook and gave him a lot of publicity and sold a lot of books for him. Somewhere between those two fields you and I have to work out the gray areas of jurisdiction and jurisprudence, and so on. Dean Hawk said at an ACPA meeting years ago that it is all right to have all these records, but it is like winking at a girl in the dark. It is all right, but nothing happens. (Laughter) We have to have a program where something happens to that student. My friend from Louisiana over there has been around for a few years. He got a little sour this morning, but he will be all right.

I am not worried about titles. I voted for that thing at Highland Park, and we have had Deans of Students that have been with us for thirty years. They have never been invited to leave. We have called it "NADAM" and we will always call it NADAM, regardless of what you will make the title. Let's be truthful with ourselves, just like some college people will promote people entirely on research, and others will promote them on what they do with the students. It is what you do in this field. I do not want to lose the experience of learning from Ed. Williamson, and from Dean Clark. They have different philosophies, but I can learn a lot from both of them, and I hope they can learn something from the country boy from Texas. (Applause)

DEAN T. J. THOMPSON (University of Nebraska): I have been in this game almost a quarter of a century. I think I favor the change in name. I want to use all the techniques that are available, and at the same time, I do think that this group should take the leadership in the movement.

CHAIRMAN SPATHELF: It is now eleven forty-five, and you have been a very splendid audience and a cooperative one, and you have carried your share very well. I think that this group that is before you here realizes with considerable humility the great responsibility which is upon them, and I assure you they are going to be working in the next day or two to try to help make a contribution to our thinking on it. I think that President Wes ought to be highly satisfied that his purpose has been well met this morning in stimulating our discussion, and raising our sights, setting new horizons for us.

I think, Wes, in turning the meeting back to you, you ought to have a comment on that.

... President Lloyd resumed the Chair ...

PRESIDENT LLOYD: Thank you, Vic. This has been, of course, our typical kind of meeting, where everyone says everything and you can never predict what is next.

I am grateful to Vic for a good job done in the round table on a very quick notice. One of the great things that I have experienced this morning is to see a group of men this size sit for three hours and hardly anyone had anything essential enough to require him leaving the meeting. We have stayed right in here and batted. We have talked frankly. We are facing significant problems on which this committee will bring in its recommendations, and we will look forward to those recommendations. Thank you, gentlemen, for a good work on this committee. (Applause)

There is just one item that Fred has. Will you make one announcement?

... Announcements ...

PRESIDENT LLOYD: We are now dismissed.

... The Conference recessed at eleven-fifty o'clock ...

THURSDAY LUNCHEON SESSION

March 29, 1951

The Conference reconvened at one-fifteen o'clock, Dean L. K. Neidlinger presiding.

CHAIRMAN NEIDLINGER: Gentlemen, I think with your indulgence that we will get started so that our afternoon's program will not be delayed.

This very impressive setting in which we are located, may be a little misleading to you. I believe that it is arranged for Mr. "Spike" Jones and his orchestra and dancing ladies, and if you will sit through my attempts to be a temporary Master of Ceremonies and Mr. Dilliard's entertainment, and stay long enough and pay another \$5.00, I am sure "Spike" Jones and the dancing girls will eventually appear from behind these curtains. You may miss a few meetings of the Association in the meantime, but you can have your choice. I want to assure you that neither Mr. Dilliard nor myself will attempt to put on a matinee performance in competition with "Spike" Jones and his dancing ladies, and that these lights and stage settings, and so forth, are purely incidental to our plans for the immediate performance.

First, I want to introduce the other distinguished guest who is sitting here on Mr. Dilliard's right, who is Mr. Charles Belknap, the Vice Chancellor of the University. Mr. Belknap. (Applause as he arose)

I know that my only qualification for being the presiding officer at this meeting is out of respect for being a Past-President, and I am very apprehensive in attempting at any time in NADAM to preside at anything where a joke might be expected and has to be told in competition with others in this group. George Davis, Bill Tate and Arno Nowotny seem to have their jokes bubbling over and do not have to dredge them up as I usually do. I really haven't any good story that is appropriate to this occasion, and so I had to kind of go to some lengths to work one in, because I think it is probably expected and it might come out of the fact that our speaker today is the editor of the Editorial Page of the Post Dispatch.

Editors are interpreters of events, who try to make understandable to us why people act the way they do, why nations and organizations act the way they do. We are very

prone to misunderstand why people do things, and what their purposes are, and to what extent their purposes are directed toward us. Which reminds me of the story, (Laughter) about the nurse who was taking out two patients from the insane asylum who were ambulatory, and she was taking them for a short walk around the grounds. Shortly after they left the institution a bird passing by dropped on the head of one of the patients, and the nurse said, "Well now, you wait just a minute. I will run back in and get some Kleenes." At which the crazy fellow said to his companion, "Isn't that funny, that bird will be a mile away by the time she gets back." (Laughter)

He completely misunderstood her motives, and while it does not take an editorial writer or a distinguished editor to explain that particular thing, other causes and events which are of more consequence have often needed the interpretation and the perspective and enlightenment which such a skilled writer can give.

I am happy today that we have as our guest Mr. Irving Dilliard who is the chief editorial writer and editor of the Editorial Page for the St. Louis Post Dispatch. Mr. Dilliard's "Who's Who" account -- which I did not look up but which Fred Turner apparently did for my benefit -- is, on a rough guess, two and three-eighths inches long, and I shall not attempt to disclose all that is in it. However, he is a graduate of the University of Illinois, Class of '27, graduate student at Harvard later, and one of the first Nieman Fellows at Harvard in 1929. He was with the Post Dispatch even before his graduation from college because he tells me he started his career with the Post Dispatch when he was in high school, and he has been with that distinguished newspaper ever since.

I am happy he has consented to come and talk to us most informally on this occasion, on anything he wants to talk about. Mr. Dilliard. (Applause)

MR. IRVING DILLIARD (Editor of the Editorial Page, St. Louis Post Dispatch): I want to thank the Dean from Dartmouth for his very kind introduction.

I am particularly glad that he called on Vice Chancellor Belknap to stand, because that gives me an opportunity to say that I tried to work a deal with Mr. Belknap here. I was willing to pay him all I had in cash if he would take over for me. (Laughter) But it apparently wasn't quite enough. (Laughter)

The Dean has told you a very good story. Maybe some of you don't know the one about the itinerant minister who came through, as was his wont, and stopped at a family he knew to pass the time of day before the evening service. When it came time for supper the family invited him to sit down and have a bite at the table with them, but he said no, he never ate before he preached, just before he preached, he made it a rule. So time for services came on, and most of the family went out to church to hear him preach, but the elder generation did not go. Grandma and Grandpa stayed behind. When the family came home from church, one of those who stayed behind said, "Well, Pa, how did he do?" And Pa's comment was, "Well, he might just as well of et." (Laughter)

I didn't follow his example. I have eaten, and I have enjoyed my lunch as your guest very much.

The Dean asked me if I had a title and I told him I did not have. I have thought about it a little since and I could not quite decide whether I ought to call it "Deans I have known," or "Telling Off the Dean," or what, so I really do not have a title.

Fred Turner kindly asked me a long time ago to do this. I hesitated, not with any intention of mystifying you folks by not having it announced on the program, but it was impossible to say then. And when he called again a month or so ago I had just been telling people right and left that I could not make talks in the middle of the day, and I knew that if word of this got out I would have to answer to I don't know how many people around town here. You have no idea -- still Deans should have an idea -- how many talks you can be called upon to make. I would not get any of my work done if I went out in the middle of the day as often as invitations come along. So that is why the mystery. It is not going to be top secret, or off the record, or anything of that sort. Fred was very persistent and agreed to this, and that is why you find it presented in this rather strange way.

Now President Alderman of the University of Virginia one time was called on to speak at the end of a very long program. The program began practically before dinner, then there was a long ceremonial dinner, awards, reports, introductions, more reports, and more introductions, and awards, and so on, until finally when he, as the main speaker stood up, one or two minutes after midnight, he began by saying, "When we met here yesterday." (Laughter)

Now there is no danger that anything like that is going to happen because a long time ago, as a reporter, I had to listen to a good many talks, and I resolved that if I ever was in such a position I would certainly not overdo. I think that ordinarily a talk that runs an hour, an hour and a half, results from the fact that the speaker did not spend fifteen or twenty minutes in advance getting a few notes down and getting himself organized so that he would not run on to such length of time.

The world is too complex nowadays for any one of us to take an inordinate amount of the other fellow's time. If I can save you ten minutes this afternoon, and somebody else will do it on another session, someone else on another session, and someone else on another, you will have ample time to go over and see the Vienna masterpieces at the City Art Museum, and I for one suggest that you try to fit that in, those of you who have not been able to see that magnificent exhibition of the world's great art.

You know, of course, the educational scientific institutions from your connections here. Let me list two things that perhaps you have not been told about that I think some of you might possibly be interested in. One is the Eugene Field House, the birth place of one of the great figures of American letters, down at 634 South Broadway. It is filled with magnificent things which he collected as a young fellow, and it would be well worth your seeing if you can fit that in. The other place I would mention is the Robert Camel House, a Victorian mansion which resulted from the fur trade many years ago. Automobiles whiz up and down in front of it, at 15th and Locust Street, but inside is a Victorian museum, the original furnishings, and it is not the sort of thing you will see many places in America.

Now, why did I violate my rule of not making talks in the middle of the day? I think some of you probably will agree it was a very good rule, and I had better have held to it. But the first reason was Fred. The second was because I wanted to get up and say something in memory of Thomas Arkle Clark. There are certainly people in this room who remember him personally. When I went to the University of Illinois in 1923, put on a green spot, just as green as some of these badges I see here today, Tommy Arkle was Dean of Men.

I recall as a young fellow I had been reading with my mother the Forsythe Saga, and one of the first English readings at Urbana that year, as I remember, was a reading that Tommy

Arkle gave out of part of the Forsythe Saga. He was a great figure at Illinois in those days and long afterwards, and I count it a privilege to stand here and say a word of tribute to him.

I might tell this anecdote, both on him and on me. In those days, as Fred will remember--and maybe it still is--there was a tradition that boy students spoke to boy students as they passed along, met each other on the walk, and the traditional greeting was, "Hello, Boys." One evening as dusk was falling I was hurrying across the quadrangle and I saw two shapes approaching me in the dusk, rather rakish coats and tilted hats and so on. As they came closer I was ready with my greeting, and just as I gave my greeting, "Hello, Boys," I saw that one was Dean Kendrick Babcock and the other was Dean Tommy Arkle Clark. That caused me no little embarrassment and I hurried along as fast as I could, but I was found out in the sad mistake that I had made.

I remember Dean Goodnight at the University of Wisconsin quite well. The Dean I met in literature was the great Dean at Harvard, Dean Briggs, who had retired by the time I got there, but I met him through Stewart Sherman's writing about him in which he called him the "beautiful Dean."

That leads me to say something about Sherman, if I may. I know that Deans are supposed to enforce rules, but I would like to tell you one that was breached and make a plea for the discretely breached rule. When I went to Illinois in 1923 Stewart Sherman was certainly one of the half dozen great teachers of English literature in America. He had been called many times to other universities and declined Yale the year before, and so on. When I went there as a Freshman, I decided that there was going to be one best year for me to get acquainted with him and his teaching, and that would be in my Freshman year. So after I got signed up for chemistry, French, and all the other basic Freshman topics, I went around to see Professor Sherman and find out how many of his subjects I could listen in on. I knew I could not take them for credit. He asked me if I had been to see the Dean. I told him, no, "I had not, I didn't think the Dean would look with very much favor on what I had in mind." He said he was sure the Dean would not. I told him I wanted to try Shakespeare and lectures in English literature that he gave, and also his course in Matthew Arnold. He threw up his hands and saw this schedule of mine, and said, of course, it would be impossible. But after some talk, I told him that I would not come too often, and I would sit way in the

back, and I wouldn't say anything about it, and so on. Some of you do know more than I will take time to tell about Sherman. He was an actor, as well as a professor. He lived the role of the authors and speakers he talked about. So you have Richard III in the classroom for the hour when Richard III was the subject; or you had Jane Austen, and so on. Well, at the end of the year I had gone a good many times, and my French mark was certainly a grade lower than it perhaps might otherwise have been, and so was my chemistry down a bit, but I had those great hours. When May came the New York Herald and the New York Tribune merged and Stewart Sherman went off to New York. I was the only member of the Class of '27 that had any of Stewart Sherman's courses. So I suggest to you that you not be too severe in applying every single rule that comes along, because it doesn't make much difference to me that I do not remember how to balance certain equations, but those hours in his courses were tremendous hours for me, and I draw on them as I think you can tell from what I have just said.

Now, back to the reason why I said I wanted to come and have a short talk with the Deans. Let me put the joking aside. I didn't want to sit on the other side of the table and lecture back, although that is kind of a temptation. I do have two short "Sunday eight o'clocks" to give you. Fred Turner will know what I mean by a "Sunday eight o'clock." That takes me back to Dean Clark again. Every Sunday morning in the Illini he had a short column which he called an "Eight O'clock," A Sunday Eight O'clock. It always seemed to me a bit unfair that he could write it in advance and not have to get up on Sunday morning to meet the class, but in any event there it was by a title. It was a short essay, and always pointed, and always had something to say. Eventually those were gathered together into a book.

Now, the first Eight O'clock deals with your relations with the press, the press's contacts with you. I am sure that many of you must feel that the press is terribly uncharitable--not as charitable as you are being to me right now. The press seems to look for the things that go wrong in colleges and universities and pounces on those events and occurrences and makes the most it can out of them, in a very uncomplimentary kind of way. All of you must know of tragic occurrences which have been described in the press more fully than you thought was necessary.

Why is that? Why isn't the press more constructive? Why does the press have to be so rough on the Deans?

The fact is, it seems to me, first of all that the press by and large is not as rough as you think. There are many times when creditable and favorable things are reported and described, but they tend to disappear from memory when the unfortunate thing comes along.

I recently put together some notes for the Spring issue of the Chicago Law Review on Congressional investigations, and with just a few changes the same sort of thing applies here. Why is disloyalty held up? Why is the thing which seems to reflect discredit on someone paraded out of the Congressional investigation, rather than the constructive side?

I think the soundest answer is that news in most instances is still the unusual. It would be a sad day for America if the tragic occurrence at the campus ever became so common that it was no longer news. It would be tragic if disloyalty became so common that newspapers no longer printed any references to disloyalty. So that is the situation, it seems to me, with respect to your relations with the press when the press seems to have it in for you and is giving you a rough time.

Now my second Eight O'clock. Before I tell you what it is, I would like to tell you how urgent I think it is, and I can best tell you how urgent it is by giving you a few statistics about what has happened to newspapers in this country. After I tell you how urgent it is, I want to show you what I think you can do for the press.

I have on this piece of paper four columns of figures, one is a column of figures from 1850 to 1950, at ten year intervals. The second column is the number of newspapers in the country, by those same ten year intervals. The third column is the volume of circulation for those newspapers, that total number of newspapers by those ten year intervals. The fourth column is the population of the country through those ten year intervals.

<u>Year</u>	<u>No. of Newspapers</u>	<u>Volume of Circulation</u>	<u>Population of U.S.</u>
1850	254	758,000	23,000,000
1860	387	1,478,000	31,000,000
1870	574	2,601,000	38,000,000
1880	971	3,566,000	50,000,000
1889	1610	8,387,000	63,000,000
1899	2226	15,102,000	75,000,000
1909	2600	24,211,000	91,000,000
1920	2324	31,000,000	105,000,000
1930	2219	45,106,000	122,000,000
1940	1998	40,000,000	131,000,000
1950	1847	54,872,000	155,000,000

Now then, if we look down through the number of papers, let's start with 1850, we will find that there were 254 daily newspapers in the United States at that time. I won't give it to you by each ten years, but the figures run 387, 574, 971, 1610 -- see the number of daily papers going up? In 1899 there were 2226, and in 1909, the peak decade year, 2600 newspapers, but then they began to come down-- 2324, 2219 in the next ten years. In 1940 there were 1998. In 1950, last year, there were 1847 daily newspapers in the country.

Now all the while, daily circulation has been going way up, from about three-quarters of a million in 1850, we were last year up to fifty-four million copies of daily newspapers in the United States. That is the 1847 newspapers produced the largest total number of copies of newspapers per day that there had ever been in the history of the country.

But that is not all we need to know about that, as any sociologist among you will know. No, we need to see the total circulation in terms of both the declining number of papers and the population of the United States of America, because all the while that the newspapers have been dropping off due to the pressure of business enterprise, the tendency to merge, the population of the country has been going up so that you have this -- and this is an astounding thing that a lot of people are going to be studying over for its consequences on the country, and it has its affect on education and Deans as well. In 1909 our 2600 newspapers, with a total of twenty-four million circulation, meant that you had one daily newspaper for every nine thousand people in the country. The last decade, 1940, you had one daily newspaper for every sixty-five thousand people, and today, 1950, last year, you had one newspaper for every eighty-five thousand people (it was practically ninety thousand). So we have gone from 1910 in the forty years to 1950--and changing our number of outlets in newspapers--from one for every nine thousand people to one for every ninety thousand. And that means a great deal from the standpoint of how many outlets there are, how many opportunities there are for the young men who come out of the colleges and universities to be newspaper men.

Now then, this means, it seems to me, that the colleges and universities need to send into newspaper work better men than they have ever sent before. Joseph Pulitzer said, back at the turn of the century, that our Republic and its press will rise or fall together. I think those are very true words. If we needed good men before, when there were many outlets relatively, we need much better men now that there are only a few.

So it seems to me that the responsibility on the colleges to help out the newspaper profession (which you find frequent occasion to criticize) is greater now than it ever was before.

What can you do about it? It seems to me that the Deans of Men can do much more about it than any other one type of university man. The Dean of Men can do more, the Dean of Students can do more than the Engineering Dean, because the Engineering Dean sees only the Engineering students. He can certainly do more to produce the right kind of young citizen than the Dean of Agriculture, for the same reason; more than the Dean of Liberal Arts, and so on. Each student at some time or another sits at your desk. He may be there for only two or three minutes. Maybe he is not going to come back again. But it seems to me that the Dean of Men, the Dean of Students, can do what Stewart Sherman wanted his students to do when, as a teacher, he said to them, "Today I am going to teach you where the comma goes." So if the Deans who sit at the side of the table that you men sit on will make the most of your opportunity with these students who come through, the "Greenspots" and the Sophomores and the Juniors and the rest of them, you can touch men who will be in these newspaper chairs, who are going to help our country either rise or fall. As Joseph Pulitzer said, "Our Republic and its press will rise and fall together."

The tendency is that some other agency will try to negate what we try to do. Not long ago one of the educators said that the university received men already badly made from the high schools. The high schools said they receive them badly made from the grade schools. The minister says his work cannot pan out because of what goes on in the homes. The tendency is to always blame it on somebody else.

Let me admit that there are plenty of sins on the side of the press. We have our responsibilities and we do not make good on all of them, but let's all of us accept what we can do, and if our commitments are what they should be, what we ought to agree to do, we can make this country of ours a better country than we find it today.

The things that are being paraded in the newspapers from Washington are not Washington alone. They represent us all. They represent the American people, and the press has not done its job, and education has not done its job, but let's not pass the buck, let's make the most of our own opportunities.

Forgive me if I have been a bit preachy. I have not meant to be, but I did want to deal in terms of a couple of Eight O'clocks, and then let you have a breather before your afternoon session begins.

If there is any one of you who has any curiosity about the business in which I am engaged, I will be around here for around five minutes or so after the meeting is over, and that will be plenty of time for me to talk about the press to that one individual.

I thank you very much for the opportunity to come here and talk a little while. I want to say that this is the most Deans I have seen in St. Louis since Paul and Dizzy used to play for the Cardinals. (Laughter) I hope that you leave as constructive an impression on our habits and our speech. Thank you very much. (Laughter and applause)

CHAIRMAN NEIDLINGER: Thank you, Mr. Dilliard. I wish that we had planned to some place get into our program for this weekend one of those perennial problems that we do take up occasionally, and that is, what you do with an undergraduate newspaper editor, or what he does to you. (Laughter) I thought perhaps you might have been able to be of material help to us, because you were probably one yourself once. (Laughter)

There is one important thing that Mr. Dilliard touched on very lightly but which I would certainly want to emphasize because I have been the victim very recently of a newspaper reporter, at least, who never attended Professor Sherman's class and therefore never learned where the comma goes.

Some of you have been kind enough to speak to me about the recent newspaper articles about my skiing daughter, but one of them that appeared in the Times several weeks ago--after she had won some races--started out, "Sally Neidlinger, the daughter of the Dean at Dartmouth and the waitress at Sun Valley," comma. (Laughter) That misplaced comma caused me some embarrassment, and it can change the sense of things.

MR. DILLIARD: May I add the one about "Nicholas Murray, comma Butler of Columbia University." (Laughter)

CHAIRMAN NEIDLINGER: Another thing which Mr. Dilliard urged you to do, which I just cannot get you too excited about, is sight seeing in St. Louis, because there is work to be done

here and if we go off sight seeing, we may not get the work done, but I hope that that opportunity will come to all of us some time before we are through to see the art exhibits and other points of interest, and if any of you happen to wander down to the Anheuser-Busch brewery, don't give your right names.
(Laughter)

If by any chance you must go home without having done your sightseeing, you might give the same answer that was given by that old friend of mine in Vermont, about whom I have talked at previous meetings of this Association, an old fellow eighty years of age, across the river, who is sick and was quite a character. He always sat down in the railroad station when trains came in, and he was a figure there that everybody recognized. It turned out that he had never been more than five miles away from his home town there in Vermont. He had never seen any of the sights even of New England, and so when he came to be eighty years old by popular subscription they bought him a round trip ticket for a trip to Boston. The old fellow was quite excited about going and everybody in town was there to see him off. The next day when he came back everybody was there to find out what sort of impression Boston had made on him. They asked him whether he had seen the state capitol, and he said "no." They asked him whether he had seen the old State House, and he said "No." Then they asked him whether he had seen Boston Common, Bunker Hill, and the answer was always, "No." So finally they said, "Well, what did you see down in Boston?" He said, "Well to tell you the truth, there was so much doing down in the depot that I never got up the main street." (Laughter)

So if you have to go home, you can tell them there was so much doing at the Deans' meeting that you never got the chance to see all the sights of St. Louis, and they will accept that excuse.

Now, Fred, if there are no announcements to be made, I guess we are adjourned until our session starts in ten minutes.

Thank you.

... The Luncheon Session recessed at one-fifty o'clock ...

THURSDAY AFTERNOON SESSION

March 29, 1951

The Conference reconvened at two-fifteen o'clock, President Lloyd presiding.

PRESIDENT LLOYD: I would like to suggest that the men in the halls find their chairs, and let's be off for another session.

Dean R. C. Beaty, Dean of Students at the University of Florida, and a Vice-President of NADAM will conduct this session. Dean Beaty. (Applause)

... Dean R. C. Beaty, University of Florida and Vice-President of NADAM, assumed the Chair ...

CHAIRMAN BEATY: Mr. President and Gentlemen: Before we get into the main purpose of this meeting this afternoon, we have two or three announcements. Don Gardner, head of the Committee on Nominations and Placements, has an announcement.

... Announcements ...

CHAIRMAN BEATY: I am sure you have read this program and observed that we have three general topics for discussion in the Conference. You have seen the chart showing the meeting place, and the officers of these various discussion groups.

This afternoon we are to have a talk which is to brief us on the general subject. The subject of the first Conference is that of the "Administration of Student Personnel Programs."

I am sure after what we heard this morning we feel we would like to have somebody talk who knows what he is talking about. (Laughter) I do not know very much about our speaker this afternoon except that he is Dean of Students at the University of Minnesota and has contributed largely to this whole field of student personnel.

Just before leaving my office I received a little pamphlet, a reprint of an article he had written, which was very interesting to me, entitled "The Concept of Counseling."

I am sure we are all familiar with the writings of Dean Williamson. It is our pleasure to have him talk to us

this afternoon on this subject, "Administration of Student Personnel Programs." Dean Williamson. (Applause)

DEAN E. G. WILLIAMSON (University of Minnesota):* Mr. Chairman and Gentlemen: I have not been here ten years, but I am indeed pleased to have this opportunity to not have to wait ten years to make my main speech, as Dean French pointed out this morning in his case.

However, first let me give my expression of gratitude to "Shorty" Nowotny for the advertising he did this morning for my book on discipline. I owe him a check for the last speech he made. (Laughter)

Twenty-five years ago this spring -- and here I want to interpolate some remarks about the discussion this morning-- I visited my first meeting of NADAM. It was held that year at Minneapolis at the University of Minnesota, in conjunction with a meeting of what was then called the Personnel Research Federation, which was composed of a group of industrial and educational psychologists who were attempting to translate from the army war experiences in testing and classification some of the techniques and procedures that have been valuable in manpower utilization. They were attempting to use these experiences in dealing with the tremendous problems of that day, namely how to deal with a large increase in enrollment of a new kind of student who had not been seen on our campuses in any appreciable extent heretofore.

It was at that time that I first learned of the deep rift between two approaches to the problems of student personnel and adjustments of students to college life. On the one hand were the venerable Deans of Men who had had a quarter of a century, in many cases anyway, of experience dealing at first hand with new problems which had not been known heretofore, and for which no techniques had yet been improvised and developed. On the other hand were a group of technically oriented individuals who, having had their first attempt at large scale use of aptitude tests, classification tests, manpower tables and so forth, were attempting to translate that which was relevant to the college situation.

Needless to say, the groups merged and integrated just about as well as has happened this week in Chicago, namely that there was not much in common except that they both were interested in the adjustments of the students.

*Adapted from a manuscript in preparation for a book on "Administration of Student Personnel Services."

So you can well understand that this morning I had a re-instatement of the original feeling of depression that I experienced twenty-five years ago this spring. That is, I had a depression until Dean French and "Shorty" Nowotny and Dean Deakins reversed the tide. It seemed to me then, and it seems to me now, that the problem needs to be reformulated. I am not sure that I can formulate it in a way that it can be solved or at least understood. But it seems to me, at least in part, it is a problem of how to do today's task, and at the same time get ready for the changes that tomorrow will inevitably bring.

Every once in a while I feel that the young whipper-snappers in my office are just about ready to put the old fogey on the shelf and dust him off as being outdated. They have got a lot of new lingo that I didn't learn when I went to college. I don't like it. It makes me feel uncomfortable. I think it is no better than the language I learned, which is very comfortable to me, and I cannot understand why these young whipper-snappers don't let well enough alone.

Now I feel deep feelings of inadequacy every time I talk to some of these fresh Ph.D.'s. They have a new language and techniques which I didn't have. Some of them, I think, are not going to prove to be good or effective for a long time, but others I begin to think may be of some usefulness. Maybe they can be incorporated and improve my effectiveness as an administrator. Certainly I ought to let them have their day to play around with new ideas. That is my attitude toward the younger members of my own staff who are constantly after me.

I would like to make one or two other observations, and I hope that you will not feel I am out of my place in making them. I had the great privilege and the rare privilege of being a student at the University of Illinois under Dean Thomas Arkle Clark. I knew him both formally and sometimes informally. I had great respect for him and still have. As a matter of fact a few years ago I went back and read his writings again because I wanted to get my reorientation with regard to some of the basic issues as he saw them. One of the things that impressed me again (as it had originally when I first read them, and even before that when I first saw him operate, from the student's standpoint) was that he did keep the student centermost in his thinking. He did not bog down with his administrative complexities and with his technical developments.

If I understand the spirit of Thomas Arkle Clark, I do not think that he would want any respect that I had for him

to in any way serve as a roadblock for new developments of which he was unaware in his day, because I saw him operate with new problems in the post-war period -- with new adjustment problems, with a new type of student that he had not had prior to the war. I saw him make his adjustments first hand. In fact, I was one of his guinea pigs back in 1921.

It seems to me that the modern technology of student personnel work does not need to lose the individual touch which has been so important in the history of the founding of this organization. In my twenty-five years at Minnesota, I have worked both sides of the street. I have been both a technician and at the same time I have had to develop an administrative skill, which I did not learn in the classroom. As a matter of fact, I can appreciate what the Dean said this morning. I came away from Minneapolis so that I could get perspective on a particularly bad disciplinary case involving a crossing of the color line, which is perplexing to me because it has ruined the life of two individuals and possibly several more before we get it straightened out. All that I have learned about psychotherapy and aptitude tests does not automatically clear up that problem, and I have to do a good deal of soul-searching in order to find some way of salvaging these individuals.

That leads me to my last point that I want to make here. It has been a source of great embarrassment and great perplexity to me as an individual that the continued absence of official representation of this group at the other personnel meetings has been a cause of wonderment regarding our ideas and attitudes, and as to whether or not we are frozen in our development, or whether we wish to forge new methods of dealing with new problems. I would hope that whatever the merits of the issue of unification would be -- and I have some reservations about it -- that we would be able to establish a better liaison with the other personnel workers so that we can win their acceptance of our leadership. I think it is only realistic to say at the present time, while they recognize that we are administrators, they do not necessarily accept our leadership in other areas. I think we have to win that leadership by the quality, rather than by our positions alone.

So much for that -- and that is merely gratuitous, from an outsider in one sense.

Reference was made this morning to the fact that one of our sub-committees of the American Council of Education is working on a brochure of administration in student personnel work,

under the leadership of Dan Feder and several of the members of this Association participating. Perhaps it will cause no surprise when I say that right now that sub-committee is handing up until it can find some way of resolving the issue of Deans of Women. (Laughter) That is an old, old problem. They have made excellent progress in every other aspect of administration until they get to that one. Well, I do not know what the future is going to be but we sent them back into session again the other day and said, "You simply have to find some way of living on the same campuses together." So I am not going to deal with that particular problem until that committee reports, but I do want to give a few observations about the general problem of administration.

Fred Turner, in his assignment of my part in this program, said I was to "raise the series of basic questions that have to do with the administration of personnel programs.... If you want to raise the questions and give them certain options as to answers, that would be fine."

In carrying out this assignment, which I am happy to attempt, I want to make clear my own point of view toward the basic character of administration in personnel work. First, I believe that every administrative procedure and the content of the program administered is autobiographic in the sense that some person, or persons, has used his best, but still human, judgment to forge the procedure and to select one type of content rather than another. That is, while there may be similarity among procedures and content found in different institutions, and among departments within the same institutions, yet the differences also found are the reflections of the personalities behind the procedures and content. And this is, in my judgment, as it should be for several reasons. I believe in the diversity of means used in different institutions to achieve common end goals. That is, standardization in the administration of personnel services is as inappropriate as is uniformity of technique in the counseling of different students. My second clarifying remark grows out of the first one, namely the questions I have chosen to ask, and in part to suggest possible answers, grow out of my own institutional experiences and may have only suggestive value with reference to their relevancy to your own experiences. I present my discussion, therefore, as one man's formulation of a few aspects of administration of personnel services. My remarks are organized in two main parts: (1) Some principles learned in industry and government that are relevant to the unique character of student personnel work in an educational institution; and (2) application of these principles to five

current issues in the administration of a student personnel program.

First, a remark on the art of administration. To my way of thinking, administration is a way of assisting staff members to organize and to carry out a program of activities and functions to achieve desired and specified objectives. This generalized statement embraces many parts of a complicated enterprise. First, there must be content in the enterprise for administration to function. In the field of student personnel work, the content is the program of services to students. The desired and specified objectives refer to the educational philosophy held within the institution in which a program operates. The phrase, "to organize and to carry on a program," refers to the use of procedures, techniques, and other means to achieve the program objective. Lastly, my definition implies that there are special agents whose principal function it is to assist those who actually carry on the services to perform these same services in such a manner as to achieve the objectives of the program. In a real sense, we shall see that every member of a staff of any program not only carries on certain technical or program services but also performs certain administrative functions in carrying on its technical services. Therefore, while there are specialized workers called administrators who deal with the overall, overlapping and inter-departmental dovetailing of specialized programs, yet as we say, every member of the staff must perform some kinds of administrative functions if he is to work in the total staff or as part of an overall team of workers.

Now, what is administration?

For the most part, student personnel work has remained fairly simple both with respect to size, staff and budget, and the other aspects of organization. But if some day we are to embrace a larger proportion of the student body within our services, then we shall find ourselves faced with the necessity of organizing larger and more complex programs of services performed by larger and more independently operating members of the staff. It is in anticipation of this day of enlargement that we begin our discussion of administration. And to highlight our own growing pains and experiences, we can learn and profit from the experience of other enterprises that have gone through a much more advanced stage of complexity and maturity. We turn, therefore, to the writings of students of administration in industry and government for some generalizations and concepts which may have usefulness in developing a more effective organization and

administrative program within the field of student personnel services. Incidentally, a most useful compilation, encyclopedic in scope, of these experiences is to be found in Albert Lepawsky's "Administration: The Art and Science of Organization and Management." I shall make some use of this reference.

In the discussions of administration in industry and government certain terms denoting concepts and generalizations appear with great frequency. As is true of other fields of man's endeavor, there are no absolutely standardized definitions of these terms. But common usage and practice has brought at least a central meaning attached to each term, and it is this central meaning which I shall endeavor to paraphrase for our purposes. I shall refer chiefly to four central terms: Policy making, program content, administration and management, and organizational structure.

Now, as to policy making, the policy which determines the nature of an enterprise is quite frequently so all pervasive and has existed for such a long time that it is frequently taken for granted and sometimes not even understood in detail. In other cases the policy may be even unwritten but is rather an operational statement of central objectives or plans of the institution or enterprise as of its separate parts. The social enterprise within which student personnel work operates, namely, the university, college, or school, having such a long and complex developmental history, has emerged out of a series of interrelated, overlapping and often duplicating policies or objectives, that sometimes we are confused as to the central meaning of the policy within which we are expected to carry out our more limited objectives. Moreover the policy of any one educational institution is not a unitary thing, but it consists of many parts, some of which are in conflict with each other and some of which are mutually exclusive. All one has to do to get an illustration of this is to look at the conflict among the instructional departments and their objectives of any one institution. Moreover scarcely a decade goes by but what society imposes new policies or objectives upon the schools and colleges, sometimes without abandoning the old, even though they may be contradictory. Other modifications grow out of technological advances. The products of research are constantly modifying policies to bring them in line with new knowledge of human nature and how to achieve its development and maturation. These and other factors operate to keep the central policies within which personnel work operates as an enterprise in a state of flux, and this calls for a certain amount of adaptability and flexibility in the program itself from decade to decade.

A second term and concept having a bearing upon the nature of administration I shall call program content. By this term I refer to what is done in the institution or the enterprise to achieve the purposes and objectives stated in the basic policy undergirding the enterprise. The nature of the program content is frequently omitted from discussions of administration as though administrative practices could operate universally without regard to any and all types of program content. But the too wide a divorcement between content and techniques of administration would certainly have some bad effects upon the effectiveness of the enterprise itself. This point has been recognized by Meriam, who says:

"The most important thing that has been omitted from that fascinating word 'Posdcorb' is knowledge of a subject matter. You have to plan something, you have to organize something, you have to direct something. When you have to select your staff, you have to determine what the different classes of employees will have to do and then what they will have to know in order to do it. Intimate knowledge of the subject matter with which an administrative agency is primarily concerned is indispensable to the effective, intelligent administration of that agency."

Administration involves those operations and techniques which determine policy and which develop sources of finance and coordinate the uses of finances with production and distribution of the services and goods produced by the enterprise. Administration controls the executive management of the enterprise and consists of many specific functions which will be outlined later.

Management is the execution of policy and the use of the organization and its facilities and staff to achieve the objectives stated in the policy of the enterprise.

As to organization -- the organization is the structure of the enterprise, but it does not refer solely to the kind of structure of authority and hierarchy of authority as overly simplified in organizational charts. Rather does organization refer to the combination of the work of the staff of an enterprise with the facilities in achieving the objectives and policies. It is, therefore, both personnel and matériel.

The term personnel refers to the workers and to the managers and executives who use facilities to achieve the objectives of the enterprise. It is the members of the staff who perform the functions or services, and they are in our opinion

the most important element in any organization and any enterprise. This shall be my underlying emphasis in our discussion. Members of the staff are instrumentalities, therefore, for the achieving of the objectives. The use facilities such as machines and other equipment to achieve these objectives, is not a reference to the real agents.

Now, in order to summarize, let me state again:

"Administration is the force which lays down the object for which an organization and its management are to strive and the broad policies under which they are to operate... An organization is a combination of the necessary human beings, materials, tools, equipment, working space and appurtenances brought together in systematic and effective correlation, to accomplish some desired object...Management is the force which leads, guides, and directs an organization in the accomplishment of a pre-determined object."

I am quoting from William Schulze, "Some Definitions."

With regard to personnel work, there are a number of institutions which had administrative functions, which characterize the entire program. I want to merely outline, without discussion, these institution-wide administrative functions, as opposed to program functions. I have isolated ten of them:

1. Determination of objectives and constant revision of these objectives in the light of experience, research, and changing institutional objectives. (This seems to me to be one of the most important administrative functions.)
2. Program developments designed to achieve these objectives.
3. Decentralization of services and assignment of responsibility for services in line with program objectives.
4. Coordination of these decentralized services.
5. Supervision of workers performing decentralized services.
6. Selection of workers, induction, and assignment of responsibilities.

7. Continued in-service training and professional development of staff with respect to their technical functions.

8. The personnel problems of personnel workers -- and we certainly have them. I wish there were time to discuss this at greater detail.

If I may digress a moment, we sometimes assume that it is only the students who have personnel problems, and that is simply not realistic. I sometimes think the staff have about as many nervous breakdowns as the students, but they learn to conceal them, or take them out on the students in some way or another. (Laughter) As I say, this is a fascinating area that has not been adequately explored. I think in our thinking we sometimes assume that we are beyond anything that is wrong, or beyond anything that resembles the kind of adjustment problems that students have. But if you observe your staff in their unguarded moment, you can see symptoms of problems.

9. Financing the personnel program.

10. Evaluation of the extent to which the program objectives are attained or achieved through the medium of the services given.

Now let me turn briefly to my last aspect of this part of my remarks.

Policies and functions do not operate without definite form, and it is this which we call Administrative Structure, in our field. I shall merely name four types currently found in the student personnel work, because experience indicates that structure must fit the uniqueness of the function, and I wish again that there were time to enlarge upon this part.

Four types of organizational structure of institution-wide personnel services have been identified in our own literature and have their counterparts, of course, in industry and government, with certain modifications. They are:

1. The unitary in which a single administrator is assigned responsibility for organizing, supervising, and developing the variety of specialized services which are usually departmentally organized under the top administrator.

2. The dual type which has been characteristic of an important series in the evolution of personnel programs in

American institutions of higher education and in many secondary schools. In this dual type, special personnel functions and services are organized under a dean of women for women students and under a dean of men for men students. Usually there is some kind of coordination or joint effort between the two when program services may be organized on a temporary basis for involving both men and women. This latter type of coordination usually occurs in the field of student activities which are open and participated in by both men and women. Sometimes the function of discipline is also jointly handled. But other functions, such as some types of counseling, are structured along the sex lines, that is, the dean of women counsels women and the dean of men counsels men.

3. The pluralistic and autonomous structure in which psychological testing is performed in departments of psychology or education; extracurricular activities are handled by deans of men and deans of women separately and jointly; disciplinary counseling is handled separately and jointly by deans of men and deans of women sometimes by special faculty committees, and so on. That is, each function is departmentalized in an autonomous manner with no administrative structuring or grouping or interrelatedness. Cowley has referred to this period in the evolution of an institution's program and has pointed out that while departmentalization is necessary, yet autonomous pluralism leads to confusion and working at cross purposes. It follows, therefore, that decentralization must be coupled with some degree of administrative centralization. It seems to be a contradiction in terms, but it is not.

4. The fourth type of administrative structure is the departmentalized and decentralized type of structure but with top central administration. In this type of structure, homogeneous or closely related personnel services are organized into separate departments, divisions, or bureaus similar to the grouping of fields of instruction according to homogeneity of subject matter taught, and with each department having some degree of autonomy and separateness for physical and as far as control of program is concerned. But certain overall administrative functions are centralized in a top administrative organization.

In a very brief, and I am afraid inadequate, way I have tried to review some of the principles and generalizations and learnings that could be borrowed from administrators in industry and government. Now I want to talk to a topic of more immediate interest to you. I shall raise questions about five current

problems that are faced in all institutions by administrators of student personnel services. I suppose I could have taken a different set of five -- these may not be the five that seem to be the most pressing ones to you. I am not concerned as to whether they are the most pressing ones on every campus. I merely use them as illustrations of how we can solve our administrative problems around certain kinds of issues facing students today.

The first issue has to do with the source of authority in determining the objectives, directions and content of student personnel programs. That is, what is the chief determinant of the content of programs?

It is not difficult to answer this question regarding the non-controversial technical programs. With regard to testing aptitude tests, you let the experts decide that. There is no controversy about that. You hire them to determine the objectives and content of their own programs. With regard to health service you do the same thing. With regard to any number of technical services, there is no controversy. You hire the expert and you turn over to him almost complete autonomy with regard to objectives and content. As a matter of fact, I think we turn too much over to them. But that is a digression I cannot follow up.

But when it comes to the controversial aspects of student life, then we get into the great difficulty with regard to which source of power shall we give heed to? For example, shall the Regents or the Trustees impose their ideas of what is best regarding the discussion or advocacy of students, with regard to current political points of view; or shall the fraternity nationals and local alumni specify the governing policy regarding membership standards. Or shall non-university political pressure groups use student activities for purposes of exploiting the institution's status in the community to further their own cause? Or shall students be required to conform in behavior to the dominant and prevailing community standards regarding drinking, sex, decorum and the like? Or shall the faculty's belief in the principle of freedom of expression in the classroom be applied without restriction to students' out-of-class political activities? Or shall our evolving understanding of the changing needs of students determine the changing character and content of our program of services?

One might go on and on and apply this specific problem to a great many other examples. Who shall determine the direction,

the rate of development, and the objectives of a specific program? That seems to me to be one of the basic issues faced every day by every administrator, from whom shall he take his orders? And it is by no means a simple problem. It is not only the President who gives orders, it is all sorts of outsiders of one sort or another.

There is a possible resolution, it seems to me, of this problem, and it goes something like this: I believe that the last question that I asked, namely, shall our evolving understanding of the changing needs of students determine the changing character and content of our program, is the source of authority which is the central one, determining our program. And all others are secondary in importance, but still of major significance as forces which set the outer limits within which we are able to improvise and construct programs of assistance in the development of students. Either that or it does not seem to me that higher education makes sense.

My second issue grows out of the fact -- and I take it to be a fact -- that programs cannot remain constant and static because, first, changing needs of different generations of students. The post-war generation of this time is not by any means like the post-war generation of previous wars, although they are the same human beings. Secondly, the changing technical knowledge of ways and means of effectively assisting students. We know more about how to help students grow up normally than we did fifty years ago, and we should incorporate that growing technology as a foundation for our current services, otherwise we are off the main stream of progress.

The third factor has to do with the changing requirements of society and of authority which bear upon colleges in the formulation of the institutional objectives. Even if we wanted to remain static these external forces would not permit us. Therefore, the major administrative question is: How can we maintain today's effective service to students and yet get ready for tomorrow's changes in means and ends. Now that, to me as an administrator, is a very complex question. There are sources of resistance to such a double duty of doing today's work and getting ready for tomorrow's. First, we have staff specialization on today's tasks and upon skills learned in professional training. That is, we train for a specific assignment, for example, in the field of counseling currently we are training counselors to perform their services essentially in a psychological clinic, but in most institutions most of the counseling has to be done outside of a psychological clinic,

in the dormitories, in disciplinary situations, and many of these trained counselors are not able to perform in that flexible way. Secondly, the resistance to new ideas developed since the staff left professional training. Sometimes these new ideas are a threat to the status from a new generation of technicians, and they produce understandable, human resistance to change. After all, we have to recognize that the staffs with which we work are human and they do not like to have their status threatened, just like any other worker.

There is, I believe, also here a possible resolution of what are seemingly contradictory positions; namely, that the administrator learns how to use every possible device to postpone--although he can never fully prevent--the day when resistance to change becomes too high to permit the acceptance of new ideas. For example: an administrator learns how to keep his staff up to date by professional reading, by bringing in consultants from other campuses to stir up their thinking, by professional visits of his staff to other campuses, by encouraging them to join and attend professional meetings and get the clash of ideas and principles from other situations, and by importing, deliberately importing, young staff members from other schools of thought and in trying out their ideas in the matrix of his own campus.

My third administrative issue, or issue facing administrators, is a very, very serious one, I think. How can we retain the personal and individual touch so necessary in the stimulation of learning and personal development of the adolescent in the midst of so many forces that tend in the direction of mass treatment of students?

Traditionally and historically higher education in America has centered on the individual, but many subtle and some overt forces have changed education in both small and large institutions--the latter in more self-evident ways than in the former type of college. Some of these forces are: The sheer number of students; the insufficient and dispersed housing; the sheer number of chairs in a classroom; the overburdened professors with greatly reduced hours available for consultations with individual students; and, finally, the heterogeneity of students today regarding race, religion, economic background, parents' education, vocational ambitions, and moral and behavioral codes.

Now again, I think there is a possible resolution of this difficulty. Possibly the answer, or answers, may be found

for the personnel administrator through a new synthesis and a strengthening of the following program functions:

1. Supplementing reduced faculty contacts by more contacts of personnel staffs with students who have no adjustment problems needing curative therapy and counseling. So much of our personnel program is geared in our thinking and program to the student who has something wrong with him. You almost have to be a delinquent or nervous wreck before you are eligible to get an interview. That is wrong planning. Though we have more business than we can handle of this type, we ought to save ten minutes a day at least to deal with a normal individual so we do not forget what he looks like. I think we have to take up the slack of this personalization of contacts when the faculty is overloaded with teaching and with other academic duties.

2. Searching for ways of assisting the shy and returning students to participate in activities with other students at the level of their readiness to participate. That may mean that we have to go in and organize beginner's classes in every kind of activity, not merely in dancing and card playing.-- beginner's activities in student government for these individuals who are not ready to participate full bloom.

3. Finally I think there is some possibility of making progress through organizing and encouraging students to organize types of events that enable busy professors and administrators to see and greet a maximum of students in a minimum of time.

Now we all deplore the large mass meetings, but as long as we have mass education we might as well learn how to use it so as to personalize it as much as possible. I would rather have two thousand students go to the front lawn of my President's house, as they did last September upon our organization, and have him greet them en masse on his birthday, as they sang to him, than to have none of them see him at all even at a distance during the four years. That much personalization I think is better than none. And I think we may find that there are many other ways in which we can personalize in larger groups even though we regret the day when we lose the other type of personal touch.

4. How can our student personnel programs and services be utilized in the development of a spirit and mores of gratitude, loyalty and responsibility for the college or university

which gives so much to students in their endeavor to achieve full self-development?

Many small institutions continue to reap the benefits of centuries of indoctrination regarding loyalty to an alma mater. But increasingly since the disruptive days of the 1920's, the word loyalty and its underlying meaning has been eroded by the cynicism, hedonism and social-moral disruptions so dramatically described in the novels of F. Scott Fitzgerald. The deep sentiment of loyalty could scarcely be expected to bud and grow in such an ecology. But without this type of sentiment I do not believe that personnel staffs could achieve their ultimate with students. It has been interesting to me to try a social experiment on the side. Every time I go before a group of student leaders I use the word loyalty. In the first year or two they winced visibly. I deliberately used it on the belief that they will get over that feeling and begin to see a basic meaning behind the word, and we are making some progress.

I believe there are possible solutions or resolutions in this field as well. First, I think we have to make one of our central administrative responsibilities to deliberately indoctrinate in the best sense of the word our staff, the members of our staff, so that they repeat the doctrine, and so that they begin personalizing each service contact through instruction in the use of voice and speech content to convey the concept of the institution's concern for the individual. I can give you an example of that. Two years ago we called together all of the clerks and secretaries in those offices that deal directly with students in the Registrar's office--the information clerks who for decades have had a harsh way of dealing with students and probably made more disloyalty than anyone else on the campus in some respects. We talked over with the clerks the important role that they play in creating the first impression upon parents and upon students, the first day they are on the campus. This was a new perspective for these clerks and they responded as people always do when you give them a new challenge, and the rest of that summer, at any rate, they were much more careful in the modulation of their voice. They got the raspiness out. They were more leisurely and kindly in dealing with students, and I believe we made some progress. Whether we have habituated all of them to a new way of dealing with students is another question.

I think, secondly, we can learn as administrators to organize means for channeling complaints from students in a more serious and courteous manner. If we borrowed from the

shopping business of the department store the courteous manner of treating complaints, I think we would not have as many revolutions in the dormitories about food and things of that sort. I do not believe we have exhausted the possibilities of humanizing these institutions, large and small.

Thirdly, constant repetition by the administrator of the idea of the individual student's responsibility and privilege for doing something at least once a year for Alma Mater. In our type of institution this is a new concept. You take from your Alma Mater, but you don't give. So we are starting a drive to do something once a year, anyway. That seems little enough.

Fourth, encourage each student organization to put on a program at least once a year to raise money or to do something for Alma Mater. Student organizations like to have things they can do. All right, here is something you can do. What are you going to do this year for the university? Well they are responding very satisfactorily.

Finally, a constant repetition of the idea of the expectation that when today's students become alumni they will do some service for their Alma Mater.

And lastly, my last issues: How may participation by students in organizing and conducting student personnel work, including organized activities, be utilized to stimulate self-development?

We could borrow from the literature of management-labor relationships a good deal about how faculty and staff and students could work together in jointly planning and executing the plans. We know that in industry the desirable results include fewer disruptive conflicts, improved motivation, better morale, and improved production. I wonder whether or not the results may not be similar in higher education. We have certainly by this time clearly demonstrated that joint participation by faculty and students in the organization and administration of the extra-curricular activities will produce these desirable outcomes in morale, effective programs and limited disruption and unfavorable public relations. Now it becomes a question as to whether or not we can bring the students into the management and planning of other kinds of personnel programs. This is something we have not fully tried. We really face a very challenging opportunity to experiment with new means of student participation in other than the students own part of higher education.

For example, how to improve effective methods used by teachers, other than the traditional lectures? Students always want to improve upon the teacher's methods. Active student participation in discussions through group dynamics and in student government may yield desirable results, as is evidence in many of your own campuses. Second, students may participate in the content of courses, the methods of grading and the like. Third, participation and review of policies and public relations, through student visits to legislatures, schools and communities designed to interpret the institution through the medium of students' evaluations. We have not exhausted this as yet.

Perhaps we can make some progress through using students as a kind of Junior Staff Member in the personnel program through the following steps: First, teaching students how to word their criticism of teachers and teaching and curricula in such ways as will avoid resentment and resistance and will produce understanding, sympathy and participation of faculty in further stimulation of students' development. Sometimes I do not think students know how to word their gripes in a way to produce results rather than resistance. As personnel workers, I think we can teach them some ways. Maybe we have had a little experience, more than they have.

Secondly, inventing new ways of bringing faculty, administrators and students together under circumstances favorable to informal and friendly conversations and discussions, such as weekend retreats away from the campus, evening home parties free from pressures of telephone, secretaries and the next waiting appointment.

Third, using every available opportunity to point out the complexities of curricular and the difficulties under which teachers and administrators labor to produce the best possible compromise solution to difficulties.

Fourth, encouraging student leaders to seek cooperation from all students in searching for methods of active participation in cooperative search for improvements and the consequent abandonment of the too prevalent method of standing to one side and complaining aggressively.

We have been trying out a good many of these techniques on my campus, with some measure of encouragement.

By way of summary, may I emphasize that I have carried out my assignment by outlining two major points: (1) Some experiences reported from industry and government that have relevancy to our administrative problems, and (2) an application of some of these learnings to five current issues facing administrators in student personnel work. I am talking only about the administrator's responsibility for organizing some of these phases of our services.

I trust that this brief and inadequate discussion of a very complex topic will stimulate a clash of opinion, experiences and judgments of what is best for you as you operate in your own unique institutional setting. (Applause)

CHAIRMAN BEATY: Thank you very much, Dean Williamson. I am sure that he has given us enough food to chew on the rest of the afternoon.

I see the time is past when we should be in these discussion groups, so I think, Mr. President, we ought to proceed to these Conferences. Does anybody have any questions with reference to where these groups meet?

... Announcements of Group meeting rooms ...

CHAIRMAN BEATY: We will be dismissed.

... The Conference recessed at three-fifteen o'clock ...

THURSDAY EVENING SESSION

March 29, 1951

The Conference reconvened at eight-fifteen o'clock, President Lloyd presiding.

PRESIDENT LLOYD: Gentlemen, a few minutes ago I was joking about what happens if the speaker does not show up. I started in the room and said, "Let's go in and start." Somebody said, "Where's the speaker?" I said, "What difference does it make about a speaker, let's start." But I found that was not a very good joke, (Laughter) because Erich is supposed to have been here to have covered this phase for the beginning of this session -- Erich Walter of the University of Michigan, and we are to be dealing with "Current Problems Other Than Military," that should occupy us.

You recognize that we have attempted to focus our thinking in three major ways: One, the problems of our own national organization and the ways of having it contribute most to the member institutions; second, problems of a military nature through the emergency; and the third, problems other than military.

We have invited and asked these four chairmen who will lead the sections if they will come here and give us, as a starting off for the sectional meetings, a couple of minutes each on merely outlining some of the approaches that they had planned to make in their own sections. Each section, therefore, will not be blessed with knowing not only how their own chairman is going to do this, but how the three other chairmen are going to do it. So, gentlemen, if you will be on parade here and Exhibits No. 1, 2, 3 and 4, we will be delighted to follow through with you. Dean Laurence Woodruff, University of Kansas, would you mind giving us a statement of a couple of minutes on how you have this evening's program outlined?

DEAN LAURENCE C. WOODRUFF (University of Kansas): My evening's program has been outlined for me by two of you here present who followed Fred Turner's suggestion and sent in suggestions for consideration at this session.

Dean Lowrey from Mississippi Southern College has made what is to me an interesting suggestion as a topic for discussion---interesting in connection with some of the snide

remarks that were made here during the daytime concerning our co-workers, Deans of Women. This one is: "How ought general student government to be related to women's student government and to the work of the Dean of Women?"

On our campus and on other campuses I am sure we have somewhat of a problem in this connection of the feeling on the part of the women of being shut out from the student government area, as they have that same feeling about some other areas.

Dean Lowrey has raised another question: "What is the place of religion on a state college campus? How ought the religious organizations on the campus be related to the office of Student Welfare?"

Dean Wilson from Penn State has made three suggestions for our consideration: (1) The indifference to downright destructive and malicious attitudes of certain residents of our dormitories as expressed through the destruction of property, use of fire crackers (laughter) and other activities generally accepted as indications of maladjustment to student life. (Laughter)

This problem appears greater than usual. It is related to the war unrest. What can we do to counteract the situation?

(2) How to handle student car problems. The University of Michigan and the University of Illinois can answer that question for us, can't they, Fred?

SECRETARY TURNER: We can tell you how the problems arise.

DEAN WOODRUFF: And this is our old friend, (3) How can we reduce drinking by students? How can we change attitudes? What can we offer as substitutes for drinking, which our students have come to believe is a necessity for a party which is worth while?

There are some suggestions coming in from member Deans, any one of which is sufficient to spend the evening on.

PRESIDENT LLOYD: Thank you, Dean Woodruff.

I can see that it would be fruitful to follow this line of thought a little distance further, but with the consent of

the three men who have not yet had an opportunity to show you their wares, we will let them be for the remainder of this evening, getting ready for their sectional meetings, and we are delighted to have Dean Erich Walter with us now.

I got into the train a day or two ago -- at least an evening or two ago -- and was delighted to have the company of the Deans from Michigan. I had a chance to look in a little bit on their private lives, and I assure you we should have something pretty good from Dean Walter. I notice the Dean is bringing with him a very small set of notes. (Laughter because Dean Walter was carrying a bundle of mimeographed papers.) I want him to know how much we have missed him up until this time. (Laughter) It is our feeling here that we will merely give a very brief kick-off to the evening sessions, and we will ask Dean Walter to do that now.

DEAN ERICH A. WALTER (University of Michigan): Mr. President, Members of the Conference: Until five minutes ago I was enjoying my chop in the dining room, and then I was told that I was expected here, but the program mentioned eight o'clock as the time to begin.

In accepting the assignment from our President, sent me through our good Secretary, to speak on the topic, "Current Problems Other Than Military," I know exactly how that man felt who jumped in where angels fear to tread--out of proportion. Since, however, I am on the team and consider it an honor to belong to it, and Wes called my signal, I am going to try to be in on the play.

Furthermore, I shall try to do what I can to observe the proper timing. I am reminded of a story which came out of London at the time of the war. Various officials of high governmental rank were appointed to extra-curricular activities and assumed many kinds of jobs which their professional training certainly had not prepared them to do. One such high governmental official was assigned as engineer to the Edinburgh Express. When the train pulled into Waterloo Station in London fifteen minutes ahead of schedule, the stationmaster ran out to give the engineer the proper dressing down which he deserved. As the stationmaster approached the cab, he saw descending from it the very important government official, but decided that if he had accepted the job of being an engineer, he would have to take the consequences, and told him in no uncertain terms that it was really much more dangerous to bring a train in ahead of time than to have it come in late, and was in the

midst of his barrage of dressing him down, when the high governmental official said, "Now look here, stop just a minute. Until ten minutes ago, I didn't even know how to stop this thing." (Laughter) I will do my best to keep my remarks on schedule. My assignment, as I see it, is to needle you into **needling** the chairman of your various discussion groups.

There are seven areas of student life which I should like to review with you. I shall call them problems and shall number them.

Problem 1. The problem of student counseling.

Who does your student counseling? Is it assigned to members of your staff who have been specifically trained in student counseling? Is it assigned to faculty members who are particularly well-known by the students and accepted by them?

Is student counseling at your institution centered in your office? Are there many agencies that do parts of counseling, such as vocational counseling? Is all of the counseling which the student may receive throughout the college collected and focused in one record? Are the channels well marked through which a student may consult his counselor? Are problem cases recognized in residence areas or in classrooms and referred by regular procedure, or are the problem cases allowed to become serious long after they have been obvious?

How many institutions have seriously attacked the problem of counseling groups of students instead of individuals? This point was raised by Dr. Knapp last year and presented by him as a challenge. How many of the institutions represented here accepted it? What report are they ready to make?

What do you do for the student who needs counseling, but does not want it and deliberately avoids it?

Has there been a tendency since World War II to refer more students for counseling to your mental hygiene center for attention by psychiatrists? Is your relationship to your mental hygiene department well established? Is it readily accessible to you? to students? How long do you permit the student who is a patient in mental hygiene to remain with the student community? If he must be withdrawn, who takes the initiative for such an action?

What did you do in the last war for the 4-F's? Are you planning any programs of counseling and activity for the 4-F's who will be with us again?

Problem 2. The problem of the extra-curricular program.

How does your extra-curricular program develop? Does it grow each year like Topsy? Does it have a basic core which represents from year to year the residue of sound procedure? Who decides upon the procedure, your office, the students, or a combination of the two?

Are your student organizations representative of your student community? Do they reflect in their membership the student body? Do they have a feeling, a consciousness of what the student community is, what it represents, what it stands for?

Is there a reasonable proportion of campus-wide activities that are open to all qualified students and that bring together students at all levels, affiliated and non-affiliated? How completely is the potential of such a group as the fraternity men realized in meaningful extra-curricular undertakings? What extra-curricular programs have been initiated on your campus that combine college and community activities?

If you have a graduate school, do the students in it participate in campus-wide activities, particularly those that combine the college and the community, or are they permitted to remain apathetic? Among your graduate students, what is being done to help them to break down tendencies which seem inherent in the group--to be asocial or to become so.

Do you institute a periodic student evaluation of your extra-curricular program? Is it tabulated? Of the schools and colleges represented at this conference, how many have extra-curricular programs that combine the efforts of undergraduate students and alumni?

Problem 3. The problem of student government.

Do you believe in student government? Do you foster it? How many of your students take part as electors? How many run for office and are active in your student government? Is your student government manifest in all of its branches, legislative, executive, and judicial? Granted that exercise in parliamentary procedure is desirable educative experience for all students, does your student government merely legislate? Do the legislative decisions deal with realities that are recognized by the

administration as well as the students? Does your administration open the way for the application of intelligent legislation passed by your student government? Are the responsibilities in the executive branch as apparent to the office-holders as the privileges? Are they assigned any responsibilities? Do they assume them when they are assigned? Do you educate the judicial branch of your student government to deal with serious student infractions of college regulations?

Problem 4. The problem of student discipline.

Who is responsible for hearing cases of student discipline? A faculty committee? A joint faculty-student committee? What sources of appeal are there beyond the committee that hears the case? The trend in colleges and universities in our country, as well as in other parts of the world, is unmistakably in the direction of greater student participation in all areas of student life. What has your institution done to increase student participation in the area of discipline?

It would be helpful for all of us if the discussion groups could bring together in brief form the experiences which they can collect in their groups in this field. Records of student courts that have functioned successfully for a considerable period would be particularly useful. How are such courts organized? How much power is given them? How is student membership determined? Can the students assume the responsibility? Are they mature enough to undertake the responsibility? How are their decisions accepted by the student community? Do their decisions effect any fundamental changes in student attitudes? Are their decisions upheld by the appeal bodies within the college or university?

What relations exist between your office and the police authorities within the entire community? Do you have a college police force which deals with all student infractions of law and university regulations? How is such a police body related to the law enforcement agencies of the community where the college is located?

Problem 5. The problem of discrimination.

If there is a member of this conference whose school has no C.E.D. (Committee to End Discrimination) or its counterpart, most of us, I feel sure, would like to meet him and learn from him how to avoid an extremely difficult problem.

If you will excuse my using my own university, the University of Michigan, as a specific example, I should like to tell you what we have done to eliminate discriminatory practices from our admission procedures. After studying the admission procedures in all schools and colleges, a special faculty committee of our university quite recently made the following recommendations which now have become University policy. These recommendations evolved from a series of meetings with student groups including the C.E.D.

1. That each admitting unit be requested to formulate a statement of those factors which are carefully considered in the admitting process, and which weigh heavily in the final selection of students (if this has not already been done), and that such statements be published in the announcements of the respective schools and colleges;

2. That the admission forms of all admitting units be carefully reviewed, and all questions which are of doubtful value in appraising the relative competence of the applicants be eliminated, and that special attention be given to those questions which if answered would reveal the distinguishing characteristics of minority groups, or which might be regarded as initially prejudicing admission opportunities for members of such groups;

3. That it be suggested to those units where final selection requires a personal interview or other individual tests of professional attitudes, aptitudes or skills, or demonstrations of character and personal fitness, that the information deemed peculiarly appropriate for these purposes be requested only after preliminary screening based on an appraisal of the candidate's record;

4. That the pre-admission requirement that a photograph be furnished either be eliminated entirely, or that if after preliminary screening the photograph be deemed essential at some later period in the admitting process, the requirement be imposed only at that time and be administered in the spirit of the foregoing recommendations;

5. That each admitting unit be advised to eliminate from its admission forms all questions concerning race, religion, national origin and ancestry, and all questions which if answered would reveal such characteristics;

6. That each unit be encouraged to develop new techniques and procedures in those areas where the questions thus

eliminated were deemed valuable in revealing character traits, professional attitudes and personal fitness.

March 6 our Student Affairs Committee passed by a vote of seven to six the following recommendations submitted to our committee by our Student Legislature:

I. All campus organizations which have national and/or local constitutional structures which contain "discriminatory clauses" which limit or prohibit membership because of race or religion, must eliminate such clauses by October 15, 1956, as a condition of continued University recognition. This regulation, however, shall not prevent church-connected student religious groups whose primary functions are religious in nature from requiring that its members accept certain religious tenets.

II. All campus organizations which are members of a national organization whose constitutional structures contain such discriminatory clauses shall be required to present a motion on the floor of their respective national conventions asking for the removal of such clauses, support, and vote positively for such a motion. If it is impossible to get such a motion on the floor of the Convention, the campus organization shall be required to present, support, and vote positively for a motion asking for a suspension of the rules to consider the removal of the discriminatory clauses.

III. Such campus organizations shall be required to report to the Student Affairs Committee at the beginning of each school year the action taken at their last national convention. If any campus organization shall not have taken the action required by Paragraph II at its last national convention, it shall forthwith be denied recognition by the Student Affairs Committee until such clauses have been removed.

IV. If by October 15, 1956, a campus organization shall still have a "discriminatory clause" in its constitutional structure, it shall be forthwith denied recognition by the Student Affairs Committee until such clauses have been removed.

V. However, campus groups, affiliated with national organizations that still have discriminatory clauses in the national constitutions, may appeal to the Student Affairs Committee for extensions of time beyond 1956. The SAC may, at its discretion, grant such extensions for one year periods if, and only if, the student organization has made a positive showing that it is continuing to fulfill the above requirements and

that there is a substantial probability that all such discriminatory clauses will be removed in the near future.

VI. In case national emergency or war causes a campus organization to become inactive, the length of time of inactivity should be added to October 16, 1956, in determining the time limit contained in the recommendation.

VII. That when the Student Affairs Committee thinks it appropriate they will appoint a special committee consisting of members from the Student Legislature, IFC, Panhellenic, and any other campus groups it feels have a vested interest in this committee, to draw up general non-exclusive criteria which the SAC might use as suggestions in judging whether there is substantial probability that the clauses will be removed in the near future.

At this writing the President of the University has the recommendation before him for his decision.

It should be added that the recommendation from the Student Legislature had the support of many affiliated students; and that affiliates voted for it in the Student Affairs Committee.

How do you solve these and similar problems?

Problem 6. The problem of student participation in matters of college or university policy.

The point of inviting student participation in matters of over-all college or university policy is being widely considered. The point is often made that our young men are drafted into military service at a very early age, that they assume responsibility and authority with remarkable success, and that they should accordingly be offered the opportunity to assume similar difficult burdens while they are students. Many colleges and universities have acknowledged this fact by inviting representative students to meet regularly with their administrative officers in order to discuss current problems and to develop future policies.

In at least one institution known to this writer, students are represented on an administrative committee that chooses members of the faculty and determines faculty salaries. This not only is an extreme example, but the thought in itself may be wholly unacceptable to some of us. There may be no school

represented at this Conference which has gone to the extreme which has been quoted. Are there any schools which stand at the other extreme where no student participation at the administrative level is permitted? Among those of us who stand somewhere between the extremes, how many permit students to vote when they are represented on student-faculty committees? How many permit equal representation from student and faculty with equal voting power for all members?

Problem 7. The problem of subversive organizations.

Are we all alike in opening our student records to governmental security officers? What effect has such a policy upon our student bodies? What responsibilities are ours toward cooperation with federal authorities, toward cooperation with our students? Granted that a student should feel free to investigate all fields of thinking, how has the new policy of opening his record to security officers, which came into being during World War II, affected that freedom? Do we all note upon the student's record the approved organizations to which a student belongs? How many of our institutions approve organizations that are affiliated with national subversive groups? What is our responsibility in this area? To our government? To our society? To our students? What are you doing to spot political agitators, particularly those that are obviously communistic? Can there be a middle ground on this problem?

How many institutions represented here permit political speeches in college or university buildings? If you do, are the speakers limited in any way? Who may speak?

This is obviously a tough problem and one which we have to face. I am reminded of the story which is supposed to have come out of a western community in the days when the West was still full of rugged characters with six-shooters. In one of those western towns, there was a restaurant which had posted a very conspicuous sign that read as follows: "If you find our steaks too tough, please pick up your hat and leave quietly. This is no place for weaklings." This problem is one which demands the best thinking we can give it. In approaching it, we must be quite sure of what we mean by the term, "un-American."

You will note from the program that the discussion groups under Conference No. II are divided on the basis of type of institution rather than size. Obviously some of the problems which I have discussed are possibly less irksome to privately

supported institutions than they may be to publicly supported ones. For example, the last problem I indicated may be more liberally dealt with in an institution that draws its funds from private sources rather than from public sources.

The problems that involve greater student participation affect equally all institutions regardless of their type. The deans of engineering and technical schools may have even a greater responsibility toward emphasizing extra-curricular projects than the deans of liberal arts college, since the engineering student, because of the more technical aspect of his studies may be inclined to move more rapidly toward specialization with an eye toward graduate study. Such a trend on the part of a student may well lead him toward an asocial point of view.

The deans who represent teacher-training institutions possibly have the greatest responsibility of any of us toward developing the meaningful extra-curricular activity which invites participation on a campus-wide basis. The prospective teacher who himself has learned to organize an activity throughout a community will know how to approach the assignment. He will not be uninformed or hesitant when the assignment faces him as a teacher. The prospective teacher who knows how to conduct a meeting whether it be political or not and knows how to lead such a discussion fairly and in an orderly way will be able to assume the leadership in his school which is expected of him by students and by the community.

The teacher training institutions obviously have a most extraordinary responsibility for weeding out and refusing to grant certificates or degrees to students who, were they to become teachers, would become sinister influences among their students. My point here is not first of all political, it refers to the student who may be strong academically, but who makes no effort to be acceptable to a social group and who shows no signs of leadership. I am also very seriously concerned with our screening out from our group of potential teachers sex deviates.

As I conclude, may I say that in regard to counseling I am sure that there still is nothing that can take the place of our personal understanding of a student's problem and an ability to engender in him the desire to face it and to let him know that he may depend upon us for the warmth and affection which he may need desperately. In this connection, I should like to read something that appeared in the Christmas number of a house organ published by the Kalamazoo Parchment Paper Company.

Ralph Hayward, who was one of the strongest Regents that the University of Michigan has had in recent years, was president of the company. Unfortunately, Regent Hayward's service to the University was terminated by his untimely death early in January. The material I shall read is titled "Hand Power":

"General Electric was here the other day with their fabulous More Power to America Special. It is a 10-car train full of some 2000 electrical dinguses ranging in size from the mammoth 2250-hp turbocharged diesel engines that pull the train down to a tiny 'grain of wheat' light bulb which doctors use to explore our innards.

"The power engineers from all over town were in their glory, but when it comes to an understanding of what makes anything electric tick, we'll stack our ignorance of such things up against the average six-year-old and win every time. So it was all very deflating. But that didn't take the edge off our interest in what we saw. Indeed, two of the gadgets were worth the whole trip.

One was a hand-cranked generator. If we turned it hard enough and fast enough, we were told, we could light a 40-watt bulb. A little needle would show us our progress. So we started to crank, and we huffed and we puffed, and the little needle kept edging up, and just about the time we were ready to run out of huffs and puffs, the little light came on. A cigar popped out of a nearby machine to reward us. (Laughter) We gave it to a fellow who had enough wind left to puff it. (Laughter) A lot of pretty good sized men tried it, but only a few could light the lamp. They could get almost up to the required amount, but could bring out only an occasional flicker, or none at all.

"Later on, we came upon a metal device, shaped roughly like a human hand. The sign said to shake hands with it. If our grasp was warm enough, we could light a 200 watt lamp. We took hold of it lightly, just a touch, not even a firm grasp. In two or three seconds a little dial showed a rapidly mounting wattage, and almost immediately, the big bright light came on, to stay lighted as long as the slight warmth of our palm touched the gadget's hand. Where great energy had been expended to light the little 40-watt lamp, now a little warmth, multiplied a million times by the electrical device, released more than five times as much energy.

"Human contacts are much like electrical contacts. Some of us bull our way through life by sheer strength.

Sometimes we manage to generate a flicker of light in the world about us. Much of the time we fail altogether. Our frenzied efforts seem only to add to the darkness.

"Others have the faculty of producing light wherever they go. The warmth of a handshake here, a pat on the back there. A smile, a kindly word. Things as simple as that.

"There is more power in the warmth of the human hand and heart than in all the electric generators in the world."

I am told that at Camp Dix the officers are concerned with developing three attitudes among the men whom they train: discipline, determination, and devotion. Obviously, if our colleges are sound in their academic programs, a student cannot be enrolled for long without knowing the value of discipline, and discipline in turn will develop in him a determination. The engendering of devotion toward his college or his university, however, will come not so much from the classroom as from his extra-curricular life. If that side of his life is rich and meaningful, he will become not only a devoted member of his student community, but will carry that devotion to his college throughout his life. The depth of his devotion may depend in great measure upon the way in which we all solve the problems that are ours and which now will be discussed in the various group meetings. (Applause)

PRESIDENT LLOYD: Thank you, Walter for giving us that useful outline of questions and comments.

I understand we have with us Mr. Paul Corning of Washington University, who is here representing the National Student Association. Paul, we would like you to stand if you will so we can turn and get a look at you. We appreciate having you with us. (Applause as he arose)

MR. PAUL CORNING, JR. (National Student Association): We have another delegate who just arrived.

PRESIDENT LLOYD: Is he here?

MR. CORNING: Yes, he is. Elmer Brock.

PRESIDENT LLOYD: Will you stand please, Elmer?
(Applause as he arose)

Now, Gentlemen, we go into our sessions, but that does not mean we have to stay all night. We discovered a long time ago -- I know you discovered it on your own campuses -- that there is a tendency for chairmen to go on and on through the night, instead of just dismissing the group after fifteen minutes and saying, those who would like to stay, stay on. We would like you to go into these sessions with the idea of doing what you want to do, and when you get through, dismiss those who have been asleep for a while, and then invite the rest to remain and visit all night informally.

... Announcements ...

PRESIDENT LLOYD: I think we need not remain without any activity. There may be someone who would like to volunteer to come up and give a speech. (Laughter)

DEAN CARL W. KNOX (Northern Ill. State Teachers College): Did Dean Walter have any additional copies of this information? There is a section in here that missed out.

DEAN WALTER: I am sorry. I think I brought one hundred.

PRESIDENT LLOYD: There are but one hundred copies, Dean Walter tells us.

... Announcements on group and conference meetings ...

PRESIDENT LLOYD: You are now excused.

... The Conference recessed at eight-thirty o'clock ...

FRIDAY MORNING SESSION

March 30, 1951

The Conference reconvened at nine-fifteen o'clock, President Lloyd presiding.

I know it is a little rude to break into the informality of this Conference by the announcement of a meeting (laughter) but it is time that we are moving ahead. There are one or two items this morning.

Ed. Stafford has a guest and we would like to have Ed. introduce his guest to us this morning.

DEAN EDWARD E. STAFFORD (University of Illinois): Mr. Chairman, at the University of Illinois, one of the outstanding organizations -- at least we think it is one of the outstanding organizations -- is the Dad's Association. I have as my guest this morning the President of the Illinois Dad's Association, Mr. Willard Woll. Mr. Woll is going to be here all day.

Some of you may be interested in the Dad's Association, what it can do, or what it is doing at the University of Illinois and Mr. Woll would welcome any questions you have. I know some of you have been interested because some of you have written to me, and one or two have dropped in at the University to talk about it.

I am very pleased to introduce Willard Woll, President of the Illinois Dad's Association. (Applause)

MR. W. M. WOLL (President, U. of Illinois Dad's Assoc.): I am happy to be here. I never thought I would be in with a group of Deans. You know, we dads are very much interested in the Deans because we do have boys and girls going to the school, and once in a while we have to see them. (Laughter) So I am glad to talk to you.

PRESIDENT LLOYD: Thank you.

Now, gentlemen, I want to remind you of the first business meeting of the Association for this year, scheduled for four o'clock today. This will be a meeting in which we should not be finding ourselves in other quarters, for here will be several very significant reports for our combined action. In addition to the report of the Committee on Nominations, Time

and Place, the Committee appointed to make recommendations on our subject of yesterday will be here with recommendations. Will you make certain that you are here in order that we may move on in full fashion without having any empty places.

I was particularly rewarded yesterday -- I am sure we were all convinced from some of your remarks that the Association, as members of the Association, we pick up in the informal conversations in the hall and in the lobby things which we can take back and use as renewals of travel budget for the coming year.

I took occasion to put the right, or left, ear into some of these inner circles yesterday that were gathered around and I heard some fearful and wonderful things, such, for example, as the one fellow who has had the eyes and ears and full attention of three or four others and as the oracle spoke, he was telling about the fellow that he was a friend to who had a fishing boat, and he discovered a great idea a time back. All he had to do was keep boring holes in the bottom of that boat to let the water out. There is the kind of stupendous thing we are able to get in some of these extra-conversations. (Laughter) And I am sure that is going to be a help in the fishing industry in the Rocky Mountain area that I can pass along and use for renewed travel budget.

Now our Green Ribbon men -- these new men -- we are are learning a good deal from in the rooms and in the halls. I am going to suggest one further thing which we should not miss doing. This has come as a suggestion from quite a number of our newer men. Although in theory we are getting around, it may be that in practice some of that is being missed in a wholesale fashion so will all of us who have been here a year or two (and some cases, even three), immediately as we leave these meetings and all through the day and tomorrow, go and get acquainted with these new men and look them square in the eye and let them see what happens to a man after he has been here a year or two as sort of a discouraging thing. (Laughter) And will the men with Green Ribbons have no hesitancy in going to any member of this Association, making his personal acquaintance and asking a few questions, and if you do not have a fine reception from that person, will you turn the name in to Fred? We will have the dues doubled next year on that member as one of the policies of the Association. (Laughter)

After exhaustive research, the Program Committee of this year came up with a very technical decision. We decided that the

problems of the Conference could be divided into (a) military, and (b) non-military. I think we could get the kind of documentation and footnoting of that kind of research on these stupendous decisions if we are called for it. On each of your campuses during the year I know you have had the experience of finding rich morsels that could weave pretty well into your pattern of thought in a rather hectic year.

I have two brief letters which seem to me rather uncommon, but they each arrived this year. One is from the state of Texas. It represents a problem of our administration's committee that happened to get on my desk before it went to that committee. It is in reference to admissions and enrollment of a boy from Texas who wanted to come to Brigham Young University. He is one of the boys who had not yet fallen under the spell of "Shorty" Nowotny -- or if he had, his parents had not heard about it. Here is the kind of letter his mother wrote: (I think it came directly out of Shakespeare)

"May I take this privilege to ask you to please write and discourage him into moving out there. The boy's father holds a Sunday School superintendency here in Texas and his church really needs him here. This may cause conflicts in our home should you mention the fact that I have told you about how his eyesight really is, so please when you write just discourage him into moving out there by telling him about how crowded the conditions are.

"Trusting that this will meet with your approval and that you will write soon and discourage us into moving out there.

"Sincerely yours," (Laughter)

Let's assume for the moment that each of you had the task of answering that letter. (Laughter)

Now, one that comes under date of January 30 that seems to me to bring us from the idea of the emergency at a distance to the emergency at close hand. As Deans, at times we find more reality in our problems if we deal with a son of our own. This letter came from a father who had written earlier asking that his boy, who had gone into the service, be granted his credits because he did not have the right or the opportunity to stay and finish the courses. I wrote to the father explaining that it was somewhat irregular and we would not be able to

do it. The boy had left rather early and without even the usual procedure of stopping to get clearance on his departure. The father then wrote rather apologetically and said he did not quite understand what the situation was, and said, "I thought it might be possible that he could be given his credits in full for the fall quarter." And then this rather intimate and significant thing -- this is from Montana where they have ranches of quite a number of thousands of acres: "It must be that I was just groping my way and trying to salvage something out of nineteen years of love and labor spent on a son who then must become a soldier. I know the same has been faced by countless thousands of parents in the last few years, just as it is going on today. I know some of the results and answers of the conditions that make the destruction of our youth seem necessary. All parents are privileged to know these answers for others, but they are still very hard to take when it comes to one's own door.

"It is lonesome these days out in the middle of these fifty thousand acres where this kid was raised and we call home. The cattle look good and there is plenty of grass to keep them going until winter is gone. The deer and antelope are fat and shiny. The wild chickens have wintered well and in great flocks. Everything is good except you know this boy won't be riding at your side this spring and maybe not for a long time. Somehow a great deal of the fun is gone. Barry was raised to be independent and to make his own decisions. You have to be that way in this section of the country. This would explain his failure to seek counsel from which he could have greatly benefited."

I suppose in these days there is no section in the country where we do not need to be raised to be independent in a sense.

That seems to me to outline in a very intimate and personal way what it means to parents, to sons and to colleges and universities in contrast to the formality of much of our approach to these problems.

It is our good fortune today to have as our main speaker on this subject of higher education and the national emergency Dr. Francis J. Brown. Fred has conveniently furnished me with this two-page list from "Who's Who in America." I am going to skip most of that list. I would like to start on this part of the introduction saying that a man who comes to this organization from the American Council on Education could not come more highly recommended. In this day of duplicating agencies, in this day when so many organizations have decided to move in and take over the show, the quiet and effective work of

the American Council on Education that comes not in the immediacy of an emergency but reaches back with roots to the past, with a record of service to colleges and universities, is something with which we should not deal lightly.

Dr. Brown, I am going to skip the fact that you were born, and take that on an act of faith. And the many things listed here, I am sure many have already read regarding your achievements and your rich experience, the experience that you bring to this hour with us. Among all of these experiences there are the formal recognitions. Dr. Brown received the Alumni award at New York University in 1940; Centennial Certificate of Accomplishment at the University of Iowa in 1947; the Medal of Honor, Municipality of Utrecht, in the Netherlands, in 1948; and two pages more.

I think among the things that gives me a special interest in our speaker is that when we in the Utah Conference on Higher Education needed someone to give us a fine focus of leadership we succeeded in having Dr. Francis Brown come to us on the B. Y. U. campus and talk to the faculty members of all of the institutions of the state who gathered there in a general fellowship conference.

It is our good fortune, and my good pleasure, to introduce Dr. Brown as our speaker this morning. (Applause)

DR. FRANCIS J. BROWN (Staff Associate, American Council on Education): Mr. Chairman, Members of NADAM, thank you for that very gracious introduction. The only fear which I have, which I have expressed several times, is that someone in introducing me some day -- after eleven years in Washington-- is going to call me a "Washington Bureaucrat."

As I think I have told you before, one of the joys of accepting the opportunity to come out and talk to you people is the fact that by so doing I hope we can keep our feet sufficiently on the ground to avoid that connotation.

It has been a very real pleasure to meet with you across the years. Fred and I were just trying to figure back when the first time I met with you might be, and as I recall it was in Dallas in 1941. It may have been a year earlier, but that is a long time, and a lot of water has gone over the dam. A lot of things have happened that have been serious problems for all of us to face.

And we face again a situation which has so often been indicated by the phrase: "This is where we came in." Before making a number of comments about the emergency situation, I should like also to give you the very earnest greetings of Dr. Adams, who regretted a great deal that he could not be here with you. We are enjoying his leadership in the Council, as I know that you will increasingly enjoy it in the years ahead.

Your Chairman asked me to speak on higher education in the national emergency, and I shall speak rather definitely to that point, but I am also going to take some liberty with this title and include also some comments on long-range planning. I am going to do so deliberately for I fear that many colleges and universities have accepted a panic attitude and are making decisions that are unsound educationally and are unjustified in the light of the long-range view.

We are not in a period of total mobilization and pray God we shall not be. Percentage-wise we are only in a period of one-fourth mobilization if World War II figures are used as the criteria. In World War II we had an armed force of 14,000,000 men and women in uniform; the maximum armed force now contemplated -- short of total war -- is 4,000,000. If this number were increased to 4,500,000 it would still be only one-fourth mobilization.

Yet many institutions are releasing large numbers of their faculty, are contemplating round-the-calendar mandatory acceleration, are eagerly seeking military programs on their campuses, fear that even large numbers of women students will drop out of college to enter the armed forces, or take defense jobs, and, thinking only in terms of the dark forebodings of World War II, they are making plans for curtailment far beyond those that appear to me to be justified. Many of the smaller institutions are fearing even for their own continued existence.

I do not mean to imply that total war is not a possibility. It is; and we must take out insurance policies for it. This implies: the development of a vital civil defense program; strengthening the local, regional and national organizations through which close and planned cooperation with government can be maintained; and having in the files a plan of institutional organization which is periodically reviewed in the light of the changing situation and can be put into operation almost overnight if war comes.

But taking out an insurance policy against potential future developments does not mean that one changes materially

the present course of one's own life as though that potentiality were already present. For colleges and universities, this implies that policies and actions should be based upon the actual situation that exists, not upon the worst that can happen. And, as I shall point out in some detail later, the present is not as serious as some have assumed it to be nor is the future as dark, even in the years immediately ahead. The long-range picture, short of total war, is very bright indeed if necessary adjustments can be made to prepare for it.

Turning now to some of the emergency problems, I would say that the greatest single need in the manpower situation is the definite allocation of authority within the Federal Government to appraise manpower needs and the availability of manpower, and to have sufficient authority definitely to determine overall quotas for the total civilian economy on the hand and for the military on the other. The Washington picture today is one of complete confusion. By the National Defense Act of 1947 the National Security Resources Board was given the authority once vested in the War Manpower Commission to appraise manpower needs and availability and establish basic policies of allocation.

You will recall that for two years the President nominated an individual whom the Senate refused to confirm, and largely because of the lack of chairmanship of the Board it was almost dormant during those two vital years when the Council was constantly seeking to press the N.S.R.B. into the cooperative formulation of plans, in the event a greater emergency occurred. Before the present Chairman could begin the establishment of such policies as seemed absolutely imperative, we were catapulted into war on June 25, 1950 and its consequent mounting demands for manpower. At the present time there is considerable probability that the Manpower Commission, headed as you know by Arthur S. Flemming and located in the Office of Defense Mobilization will be the dominating agency, but in the meantime powerful competitive forces are at work, even within his own Board. As you will remember, the Board of which Arthur Flemming is the Chairman, is made up of a representative of Selective Services, General Hershey serving personally on the Board; a representative of the Department of Defense, Anna Rosenberg; a representative of the Federal Security Agency, usually the Office of Education; and a representative of the National Security Resources Board, which many of us thought was almost defunct but in which Bob Clark is the very effective representative on that Board; and a representative of the Department of Labor. There is not unanimity, as I shall point out in just a moment, among those five agencies.

In the meantime the military is dominant. No one within government has as yet seemed disposed to question the figure of three and a half or four million or to appraise either the immediate or the long-range effect of this goal upon our civilian economy. The almost casualness of those figures I think is perhaps best borne out by the fact that when Anna Rosenberg, some two months ago was presenting her figures before the Senate Military Affairs Committee, she kept constantly questioning her own figures.

If any of you were in the room at the time, you will remember that the chairman of the committee just waved his arm and said, "Take these graphs out of here, and when you come back come back with graphs that you can say, 'This is what the graph says and this is what it means.'"

The figures she had given were correct because the next morning the President announced the demand of the military as four million instead of 3,568,000, and she re-presented the graphs with only slight change.

I say that seriously, because it seems to me it indicates the uncertainty of the situation in which we live today, rather than saying it in any sense of criticism of the administration or the military. But certainly if three and a half million were needed one afternoon at three, it seems impossible to believe that there had been sufficient careful analysis to raise the figure to 4,050,000 by ten o'clock the next morning when the committee reconvened.

Very recently the Department of Labor announced -- and you will recall reading it in the press -- that it will set up a manpower division, and it has named two directors of the manpower unit within the Department of Labor, one Ex-Congresswoman Mary Norton of Womanpower, and the other the grand friend of higher education, Frank Graham, formerly President of the University of North Carolina, as the Director of Manpower within the Department of Labor.

... Remarks off the record at Mr. Brown's request ...

Throughout this whole problem Selective Service is again in a position of major responsibility. It is true that unless Congress enacts legislation between now and June 30th the Selective Service system will become defunct by lack of legal authorization, but that is merely a hypothetical situation and one which certainly, in my judgment, will not and cannot occur

in the light of the present situation. But Selective service does not have the same authority it had during World War II when, as you will remember, a regulation from General Hershey had the full effect of -- in fact, was -- law, because the original act authorized the administrator to enact such regulations as were necessary, and they became in effect and in fact a part of the law. At the present time General Hershey can issue operations bulletins (such as the No. 1 that came to the colleges last August) which are advisory only. The only way that a regulation can have the full effect of law now is for it to be officially signed by the President, and I shall indicate the importance of that in just a moment.

At this time it is uncertain as to the final resolving of the confused state which now exists in terms of the allocation of function.

I indicated a difference in point of view within this Committee of which Arthur Flemming is the chairman. The National Security Resources Board is the one group within that that is seeking to introduce a national Science Committee -- not National Science Foundation, but an advisory foundation on science to determine those individuals who will be deferred and to make its recommendations to the local board. The Council has been vigorous in its opposition of that point of view because it is our judgment that if you put an intermediate labor between the local board and the college and university you create delay and confusion, during which the men will be in the service before the action can be taken on his own case. Certainly the Council and its members will continue to urge that there be a definite focalization of responsibility in Washington in order that the total needs of the nation, both military and civilian, may adequately be taken care of within the total framework of overall quotas.

A second need is one that is a little more direct, and that is a clarification of policy regarding military training and service. All of you have been following the various statements published through our own bulletin and in the press regarding the various versions of the Defense Bill. As you know, the one which has now passed the Senate, and on which the House will begin debate on April 2nd, provides that the universal military training and service shall begin for males at eighteen years of age. I want to come back to that phrase in just a moment, because that age phrase is extremely important. It extends this period of training to 24 months to be followed by an extended period of reserve status. The bill also has three provisions

specifically relating to students. (1) It provides for the postponement of induction into military service until the individual has completed high school or reaches his 19th birthday; and provides for postponement of induction for all students regularly enrolled in college and maintaining satisfactory progress during the academic year in which the individual becomes of induction age. (I underscore "becomes of induction age" because that is different than the policy now in law, in which the postponement exists during the year in which the individual receives his orders for induction.) (2) It authorizes the President "to defer such category or categories of students" as he deems to be in the national interest. That, again, is important as I shall point out in a moment. (3) It provides for the release from military duty after four months of basic military training of not more than 75,000 individuals each year for a period of three years. These individuals are to be selected by a civilian agency of five.

You will recall in the report of the meeting of the representatives of 93 national educational organizations called by the American Council on Education in January that the conference concurred in the basic principles of universal military training and service, but they also made certain very definite and very explicit qualifications on that concurrence. One was that the number of 75,000 permitted to return to college annually after basic training should be the minimum. Further than that, the number should be continued annually throughout the period of the emergency. The second was that in order to carry out the clear intent of the bill, to minimize interrupting the careers of young men, "we urge that the power granted to the President to defer 'categories of students' be used to defer all students now satisfactorily pursuing courses in institutions of higher education until the completion of their courses of studies, the period of obligation for military service or such other service as the President may direct to be extended accordingly." That is, if a man were deferred to enter the law school and he was twenty-five at the time he graduated from the law school, then he would be eligible for military service for the six years during which he had been deferred to attend college and the law school. This step should be taken at the earliest possible moment, either by amendment to the legislation or by Executive Order. And if the period of obligation for service is extended beyond age 26, it will have to be done by legislation.

Another of the recommendations was this: "Because of the far-reaching effects of this manpower bill, we recommend that the President appoint a civilian advisory commission composed of individuals not holding positions in the Federal

Government." That is, this must be a commission of civilian educators. "The duties of such a commission should be (1) to advise with the officers of the government charged with the administration of this law; (2) to interpret to the public acts and decisions carried out under its provisions; and (3) to express the views of the public regarding its provisions, effects, and desirable duration."

The results of a recent poll of the 1850 colleges and universities by the American Council on Education and the action of the American Association of University Professors at its meeting in Cincinnati the middle of this month are extremely significant in the light of statements made by a national educational organization that four out of five college and university presidents and at least this proportion of college and university faculty oppose universal military training and service.

I have referred to the unanimous action of the ninety-three member organizations of the Council, but I have been very much interested in the replies to the questionnaire that the Council sent to the campuses some three weeks ago. The replies are not all in as yet, but as of now 22 percent of the college administrators favor universal military training and service as a permanent national policy. Eighteen percent oppose universal military training and service under any situation. And the balance, or 60 percent (three out of five) favor universal military training and service as an emergency policy. Of those who favor it as a temporary policy, and those who favor it as a permanent policy, the figure then is exactly the reverse of that which has been announced, namely that four out of five college and university administrators favor universal military training and service within the present emergency.

The question was also asked, should universal military training be evaluated independently from the present Bill, and separated from the Bill providing for universal military service? I was glad again that the replies so definitely concurred with the action of the organization members, because they are two to one in favor of dividing universal military training from universal military service, and acting independently on those two very basic provisions that affect all of our students and all of the youth of our nation.

I think perhaps there is an explanation for this seeming change in pluralities of the attitude, and that was that in January a panic situation existed. The military had just

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I think perhaps there is an explanation for this seeming change in pluralities of the attitude, and that was that in January a panic situation existed. The military had just

panic-push that was characteristic of even four months ago. It is impossible to predict the exact provisions of the bill that will be retained, but the American Council on Education and its member organizations and institutions will continually and effectively seek to establish the policies recommended at the January 19-20 conference, and overwhelmingly endorsed by both administrators and, in a statement prepared at Cincinnati by the Association of University Professors, by the faculty as well. And these imply--just in two or three sentences-- at least these several things: General endorsement of the basic necessity for the emergency of universal military training and service; insistence that there be returned to the institutions a minimum of 75,000 per year, continuously through the emergency; and more perhaps than all, that this "categories of students" be interpreted to mean a very liberal policy in relation to the existing students in our institutions; and finally, and in my judgment most important of all, that the approval be conditioned on the principle that universal military training be thought of in the same temporary and emergency context that the bill treats universal military service. That will mean either the separation of U.M.T. from the bill, or re-drafting it to make universal military training in the same temporary and emergency context as universal military service.

The third problem which is of immediate concern to education is the extent of which training and preparation for occupations essential to the national health, safety and interest shall be recognized as a vital part of the total policy. There is no longer any disagreement that we are in a period of prolonged emergency, with intermittent periods perhaps of actual combat. Some have suggested that this is not the eighteen months of World War I, or the four and a half years of World War II, but perhaps the Thirty Years' War of the Twentieth Century. If this is true, the welfare of the nation makes it imperative that we maintain a continuing flow of men and women of high ability through our institutions of higher education to provide essential leadership in every area of American life, and in our relations with the nations of the world. We cannot cancel out our insurance policy in manpower, as was done in the later period of World War II, for to do so now -- even to create a hiatus for the two years of universal military training -- would result in a serious curtailment of the technological and intellectual leadership in America. Our superiority in the present conflict cannot be in terms of numbers of males for the facts of population make this self evident. It must be in the superiority of our scientific, technological advancement if we are to win the struggle in which we are now engaged. This basic

premise implies the absolute necessity of some program of continuous deferment assuring a continuous flow of students of high ability through our colleges and universities.

I had hoped that by this morning I could tell you the plan which has been approved by the President. Unfortunately, at least as of yesterday afternoon, the plan had not been signed by the President, and the regulation of Selective Service has consequently not been issued. We did publish it in the last issue of the Bulletin, and it has had wide general publicity. But the plan which has been approved, and the only block, as I have indicated earlier, that of the National Security Resources Board, that believes in this Science Board, between Selective Service and the institutions is this: that of all students in the freshmen year ---. Let me go back a bit. In high school all students will be eligible to take a national competitive examination, which has been prepared, for which federal funds are available, and which is only waiting the signature of the President to put them immediately into production.

The student who receives a grade of 70 on that test, which is the equivalent of 120 Army general classification test (110 was the basis of officer selection), will be given deferment to go on into colleges and universities. Those now in the freshmen class who receive a grade of 70 in this competitive examination, or in the upper half of the freshman class, as determined by the institution, shall be permitted to continue into the sophomore year. Those who receive a grade of 70, or are in the upper two-thirds of the sophomore class, will go on to the junior. Those who receive a grade of 70, or are in the upper three-fourths of the junior class shall be permitted to go on to the senior year. Those who are now seniors who receive a grade of 75 (which is equivalent to 130 Army general classification tests) or are in the upper half of their senior class and are admitted to graduate or professional school, will be deferred to continue their education and training.

Now there are two or three very important things about that regulation. The most important is the little word "or", because it implies that if a student either procures the score on this abstract intelligence test, or by hard work maintains his status in his class, in either event he can continue in college. Furthermore, it equalizes the differences between institutions. If M.I.T., which always seems to be used as the illustration -- though why, I don't know -- has 95 percent of its students who pass with a grade of 70, all 95 percent of them will be deferred. On the other hand, if College X -- and this one had best be left unnamed (laughter) -- has only 3 percent of its students that pass with a grade of 70 they will still have one-half of their eligible male students retained because they

will come within the other potential of the two means for deferment. So the "or" becomes an extremely important word in that phrase.

Also there is another factor that is very important, and that is the age of induction and the consequent application of the Selective Service deferment. Frankly I don't care very much whether the law finally says 18, 18-1/2, or 19 so long as it continues to say, as it does now, that universal military training will not be put into effect until after the present emergency is ended, which means then that the men inducted into the military will continue to be inducted solely through selective service and for universal military service. In other words, the bill authorizes the Selective Service, as General Hershey told us last month, to reach out two hands at once. With the left hand they will grab all the 18 or 19 year olds, whatever the Congress might say. With the other hand they will grab the ones who are older and put them into military service. General Hershey says the bill specifically says they will not grab with the left hand until they stop grabbing with the right hand. In other words, men will not be inducted for universal military training -- let me repeat it -- until we are through the period of universal military service. And I should like to have that statement cried from the housetops for every parent to hear. I should like to have it said in every high school for every senior and freshman in our institutions to hear because they should totally ignore headlines about U.M.T., 18, 18-1/2, or 19, or whatever else it may eventually be, recognizing that for this period the only induction will be for universal military service, and both the House and Senate versions require that the older men be taken first, which means just this: That every lad ought to plan to go on into college.

The Council has been seeking within the last week to get Secretary Marshall to issue such a statement publicly, and we hope it will be issued within the next week.

Also the boys going into college -- and they will be there unless they are in the 20 or 21 year old group before they graduate from high school -- they double their chances for deferment, because then they come not only under the abstract score on the intelligence test, but also come within this 66-2/3 or 75 percent.

So I should like especially to, even, belabor that point. To me that is the most important thing in guidance for you men who are Deans, to indicate the facts of potential induction, and the heavy hand does not hang over the eighteen year

olds or the eighteen and a half, no matter what the bill says as to the age of induction for universal military training.

Faced with these uncertainties institutions are seeking answers to three basic questions: (1) What will be the trend of enrollment over the years ahead? (2) Should our present program be accelerated? (3) How can the staff and physical facilities of our institutions be used most effectively?

In relation to the first, I cannot concur in the pessimistic attitude that seems to characterize higher education. If institutions continue to do a high quality service in counseling, there will be no decline and possibly an increase in the 750,000 women now enrolled in colleges and universities. There will be approximately 335,000 able-bodied males in Air, Army and Navy ROTC that will be continuously enrolled. Although the number of veterans in our colleges will decline, there will still be a rather considerable number of veterans and of individuals above the age of 26 pursuing courses in our institutions of higher education. It is an unfortunate fact but an important one that approximately 25 percent of male students are, by present standards of physical fitness, ineligible for military service, and hence will be in our institutions. The proportion of non-veterans enrolled in our colleges showed an increase of 7.7 percent in the fall of 1950 over the fall of 1949. This is all the more significant in the light of the fact that the number of young people becoming of college age annually still reflects the declining birth rates of the 1930's. If the authority in the proposed bill is interpreted by subsequent regulation to defer all present freshmen, sophomores and juniors, and the provision is included to hold back a minimum of 75,000 after their four months of military service, the maximum decline in enrollment over the next three years should not be more than 15 percent of the 1950 enrollment.

Then there are two other factors involved. By the fall of 1952 men inducted into the military service will begin to return to civilian life. Some have said publicly that the two years of military service will take away the interest in higher education from the students. Certainly our experience following World War II indicated that was not true. Sixty percent of the veterans eligible for college enrollment returned to our institutions of higher education. That is a tremendously high percentage of returns, perhaps more so than those who would have gone if they had not had a period of interruption. Be that as it may, we do know that 25 percent only of those who came to our colleges as veterans indicated they would not have come had there

not been a G.I. bill, which would imply by a matter of mathematics that 45 percent of the persons eligible for college admission will return to college if the longer period of interruption of education of the veterans of World War II can be taken as indicative for those whose shorter period of interruption occurs at the present time.

Then if you look at the long range future, in terms purely of the matter of births, an appalling situation faces higher education. The present 18-year olds were born in 1932 and 1933 -- take 1932 as illustrative. During the year 1932 there were 2,059,000 babies born in the entire United States. In 1947 there were 3,656,000 babies born in the United States. In the last six months of 1950 there were more than 2,000,000 babies born, indicating more than a 100 percent increase in the birthrate at the present time, as contrasted with the declining birthrate of the 1930's. General Hershey is probably correct when he said the other day to us, "The one thing for which Selective Service can claim full credit is the increase in the birthrate." (Laughter)

But one wonders what this means. We are seeing it now in elementary schools. It will move into the high school, and by 1956 and 1957 it will begin to strike the colleges. This is not a bulge in the birthrate. It is apparently a permanent and continuing plateau that turns only upward.

This in turn makes the third problem all the more difficult, and that is the question of what should one do in terms of acceleration? The Council has completed a survey by asking the colleges and universities to indicate what they feel about it. We had a two-day conference which some of you attended last week, but I think I can summarize it in just a sentence or two. First, neither of the Military Academies are being accelerated. No one of the three Forces of the military have indicated they will in any sense request acceleration. All of them have indicated--especially the Air Force--an eager desire to cooperate if the institutions accelerate. The pressure for acceleration comes very largely from the institutions themselves.

There is very great conflict in terms of the reports of what are the desires of students that are after all the major consideration in the answer to that question. In one state in two institutions, one of them found that only about 12 percent of their normal student enrollment wanted to start college this June, that the general and prevailing attitude was, "This may be our last summer at home. We want to stay home and enjoy it."

The attitude of the conference was not to come out with any definite recommendation as a national pattern, but simply this: That there is a fundamental distinction between acceleration of the institution and acceleration of the individual; that the institution is out to provide opportunity for optional acceleration to the degree that they can do so and provide the same high quality of educational experience for the individuals, but that they see no reason whatsoever, either as a result of ROTC or Selective Service, for the institution to enter upon mandatory acceleration.

That again leaves the decision primarily to you who are advisers of students, and in turn advise the administration as to what is the policy. It is not nearly as consoling as if the military said, "Yes, we want acceleration," or if Hershey said, "Only those who are accelerated and are in school twelve months of the year will be deferred." Hershey said just the opposite. He said, "We will accept what is the policy of higher education. If it is the policy of higher education to have instruction nine months out of the year, we will defer the boy twelve months of the year, if he continues to do satisfactory progress and moves on through the college program at the rate of the college program." In other words, the decision rests with the institution.

The third question, namely the utilization of staff and facilities, I can answer in two sentences. There is no plan in Washington at the present time for the utilization of colleges and universities for enlisted programs, except of a highly specialized and technical type in a very limited number of institutions. There is much talk about the establishment of an Engineering, Science, Management War Training Program. Personally I doubt if that is subsidized by the federal government.

The opportunity is provided many industries to charge the training program in their contract, and I rather assume that is the way it will be handled, rather than a program through the Office of Education as heretofore.

Colleges and universities have a definite role, not yet quite defined, in relation to civilian defense, and a number of institutions will be asked to provide civilian defense programs. These are the general areas which are discouraging in terms of utilization by the military, but I would like to stress that these are most encouraging signs in terms of the maximum utilization of our colleges and universities for the purpose for which they have developed, namely, the training of individuals of

intellectual leadership in every area of our national life. I underscore "every area of our national life" because we are faced not alone with a military foe but even more importantly perhaps, with an ideological enemy. One of our greatest dangers is that we shall emphasize the military conflict and minimize this long range conflict of ideology which, if we lose, we lose all, regardless of the outcome in terms of military might.

It may be assumed that we must spend all of thirty or more million dollars to increase our military arms, but if so, we should be spending as much to maintain the strength and body and mind of democracy. Yet at the present time we are spending only a few million to win the war of ideas.

Colleges and universities have a tremendous challenge in keeping in the forefront the necessity of victory in the war of ideas. In these troublesome days it is more important than ever before that every effort be made to keep a balance between emergency and long-range values of higher education. The educator has no reason to apologize for higher education. There is no apology for higher education in the agencies of government or within the public mind.

Our problem is to do a better, a higher quality job, to train our graduates to meet the uncertainties of the present, about which there is only one thing certain and that is that the need for their preparation is greater even than the need for our preparation for our generation. Higher education has risen to its challenge. It will rise also to this one.

... Prolonged applause ...

PRESIDENT LLOYD: Dr. Brown, these remarks this morning in your address are typical of the realistic things that we are getting in the habit here of receiving from you from time to time. I am sure that there are a great many of us who would like to be able to see this and read it over immediately, rather than waiting for some time to get it. We are helped in this by the new policy of the Association in sending the minutes out without waiting for the regular printed booklet. I understand from Fred that that could be in our hands within about ten days.

SECRETARY TURNER: Yes, we can get this one section.

PRESIDENT LLOYD: If it seems difficult to get the entire minutes in our hands, this one section will be done up and sent out to us.

I think, however, we should instruct and suggest that our officers do this at the earliest possible moment, to get it into our hands.

DEAN WARREN BRUNER (Defiance College): I would suggest that if possible a digest, such as what would go into a news release and may be published in tomorrow's paper, be given to each one of us, and if we can take it back home with us I am sure I can get it into my local paper.

PRESIDENT LLOYD: I wonder about the advisability of having a part of it outlined and sent in to us that way.

DEAN NEWHOUSE: I do not know how many others are in the same need, but my need for this kind of a total presentation of this kind by Monday is quite crucial. If I could take that home with me, my travel budget for NADAM would be assured for several years. (Applause)

I know that Fred Turner has performed miracles in the past, and I know that none of us would be concerned about a little cost. If there is some way that some mimeograph service in this town could get this ready for us so we could take it back, wouldn't it be worth doing for all of us? (Applause)

DEAN GARNER E. HUBBELL (The Principia College): If it could be transcribed, I am sure we could find a mimeograph service. Our purchasing agent is here.

SECRETARY TURNER: There is a service here in town. They took the list at eight o'clock last night of all those people who had registered and said they would have it back to us at eight o'clock this morning. It hasn't come in yet, has it? (Laughter) Paul tells me it can be done at Washington University, so if the copy can be released, Paul says they will take care of it at Washington University immediately. (Applause)

PRESIDENT LLOYD: This is one of those delightful developments. Those of us who have watched this thing go on for a year or two know that all we have to do is throw this out to the body of the hall, and an address comes back to us immediately. We shall have this in one form or another, in complete setting for the membership, before we leave the Conference. (Applause)

DEAN NEIDLINGER: I know this is an advance time for questions, but before it gets off of our minds, because it is

quite essential, I wonder if Mr. Brown has any idea as to what the definition of the academic year is going to be. It is quite essential if it is going to be June to June, September to September, two terms, three quarters, or what. I have not yet seen any principle expressed on it.

DR. BROWN: I think I can answer that very definitely, especially in relation to Selective Service, because I asked that question, in exactly that phraseology, of the General last month. He said that we will consider the academic year whatever the institution considers is its academic year, and it will be on an individual basis reported to the local Board. In other words, he said that if the boy entered college this July or June, and then received his orders for induction, they would not interrupt that boy's academic year until he had completed that which the institution called his academic year.

In other words, he might then continue through. If you had a three-quarters system, he would continue through the summer, fall and winter quarter. If it was an eight weeks' summer session, then whatever the college said is the end of his academic year would be accepted by Selective Service.

That was very definite, not in terms of setting up a specific definition, but in terms of leaving it to the institution to be responsible for defining for itself what is an academic year.

PRESIDENT LLOYD: We are going to have a number of questions that might be repeated by our discussants. Thanks for this one, "Pudge". We are now on the way for a start here.

We will ask John Hocutt, Dean of the College of William and Mary, to chairman our discussion.

As I name the discussants this morning, I would like to have each of you stand, so there won't be any question of who is who in this group. John Hocutt. (He arose) Frank Baldwin of Cornell University. (He arose) Ted Biddle expected to be with us, but he is in his room ill. He is spending the Conference in bed under doctor's care, I understand, and is unable to be with us this morning.

Replacing Ted as a discussant for the morning, Dean Cornelius Boocock of Rutgers. (He arose)

Dean Waldo Shumway, Stevens Institute of Technology. (He arose)

Dean Hurford Stone, University of Southern California.
(He arose)

You men then take over under the direction of John.

... Dean John E. Hocutt, College of William and Mary,
assumed the Chair ...

CHAIRMAN HOCUTT: After the tremendous applause that you gentlemen gave following Dr. Brown's presentation, I think it is hardly necessary for me to add my thanks for his concise and informative presentation, which has given all of us so much encouragement for the times ahead.

Dr. Brown very kindly let me have an advance copy of his address several days ago.

The discussants who have been introduced to you plan no formal presentation. However, after yesterday morning when it was apparent that the discussants had spent many long hours of preparation (laughter) we did get together at dinner last evening.

PRESIDENT LLOYD: Did you pay for it, John, that is what I want to know?

CHAIRMAN HOCUTT: We paid for it. (Laughter)

We got together last evening for a single reading of the advance copy of Dr. Brown's address.

With that very brief introduction, I am going to turn to the very able associates that I have on this panel and see if we cannot start with some questions on Dr. Brown's address. Who will lead off?

DEAN HURFORD E. STONE (University of California): I would like to ask a question to follow up what Dean Neidlinger posed on standardization of terms. I would like to ask if there is any possibility of us having a standardization of the terms, "upper half of the class," "upper two-thirds of the class," or "upper three-fourths of the class"?

I heard some very optimistic statements yesterday that might not mean just the upper half of your sophomore class, but the students who were in the class of engineering, or even the class of mining engineering.

DR. BROWN: I hope that there will not be a standardization of that statement because no statement will be equally applicable to all of the institutions. Consequently, as of this date, General Hershey again has made it very clear that the local board will accept the certification of the institution without questioning the institution as to the basis upon which they make the certification. That has been the consistent policy of the Council in all of our conversations, almost daily, with the people in Selective Service, and I hope you concur in that attitude.

DEAN HURFORD STONE: May I ask this as a follow-up? How do you get along with your students in California, where we use the accumulative average, when they tell us at Stamford they use the average for the preceding year only?

DR. BROWN: I think there is only one answer, and that is, this is our policy and we will report in the light of our policy. It seems to me that is much wiser than for the federal government to tell our colleges and universities how they shall report.

CHAIRMAN HOCUTT: Dr. Brown, at one of these Washington meetings General Hershey indicated that some institutions had reported that there was no such thing as a "lower half" of the class at their institutions. I assume that Selective Service would not go along with any such mathematical impossibility.

DR. BROWN: I would not think so, and knowing General Hershey as well as all of us do now, from having heard him many times, you know that you cannot take all of his quips too seriously, and I would say that is one of them.

But I do want to again reiterate that he made it very clear that Selective Service will not interfere or dictate the policies of educational institutions on these matters.

DEAN FRANK C. BALDWIN (Cornell University): Will the local boards be informed of that information?

DR. BROWN: The local boards will be immediately informed as to the regulation, just the moment it is issued. As I said, I am sorry it was not issued as of now, and it would have been if it were not for this opposition of Bob Clark and the National Security Resources Board.

Beyond that, in terms of operational procedure, General Hershey can issue them directly to his local board.

As you will recall in World War II very frequently the local board got its information about a regulation from the Bulletin of the American Council, through the Dean in going to the local board with a student. We tried to time it better after that had happened a few times, but I am sure that the role of the Council through the bulletin and other ways, and you people, in interpreting regulations will be a very important factor in getting justice.

DEAN WALDO SHUMWAY (Stevens Institute): I would like to ask Dr. Brown, whether this Executive Order will be mandatory on the local boards, or merely discretionary, like the law at the present time.

DR. BROWN: Well now, if you had finished your sentence the way you started, I would have concurred in it. That is, an operations bulletin, such as Operations Bulletin #1, that was issued in August of last summer, was optional, but a Regulation, originally signed by General Hershey, now signed by the President, is law.

You will recall that last October some of your students were being inducted though they were protected by the law which said that they must be postponed for the year in which they received their order for induction. That came to our attention at the Council. We immediately called General Hershey on the telephone. He called a group of his top staff. We went over and met with them, presented the facts by local boards, by states, and by two o'clock that afternoon a teletype communication was sent to every state director with the order that it be re-transmitted to the local boards indicating that postponement was mandatory by law, and beyond that point there was no more trouble.

Now to answer your question, quite concretely then, if this is signed by the President it is law and mandatory upon the local boards.

DEAN BALDWIN: Dr. Brown, of these proposed 75,000 minimum, will those students include students in the social sciences and languages as well as the physical sciences? Is there any particular statement on that?

DR. BROWN: The law specifically names certain fields and then says, "and other fields." Frankly, I cannot get too excited about that 75,000 until such time when and if -- and I underscore the "if" -- we have universal military training.

At the present time I would have much more confidence in Hershey's deferment program than I would through the civilian board picking out of the military camps 75,000 people to be sent back. Hershey has not opposed that 75,000, but he has indicated clearly to us that here is a duplicate deferment machinery, and that is exactly what it is.

When that was first proposed, we presented it on the assumption that U.M.T. would be put into effect immediately with U.M.S. It is now obvious, as I say and underscored, that is not going to happen, and so I see no reason for this 75,000 return at all, although we still are urging that it stay in the bill mainly for the psychological effect.

DEAN C. B. BOOCK (Rutgers University): I would like to ask, Dr. Brown, whether the 75,000, or whatever the number is that will be exempt, will they be released to the college to go on their own expense, or will they still be in the Armed Forces and sent in somewhat the way the Naval ROTC attends colleges now?

DR. BROWN: They have, thus far, an unprecedented status. The law specifically says that they are not considered in the military, either active or reserve. On the other hand, the law provides that there shall be federal payment to each one of the 75,000, which will include full tuition, textbooks and travel to and from the institutions, if the individual needs such financial assistance. (Laughter)

Now that is why I cannot get excited about that 75,000. I certainly would not want to be on the board of five to administer it.

But that is a peculiar status. They are in for four months. They are out, but they are subsidized.

DEAN SHUMWAY: You have given us a very fine explanation of the law and the proposed regulations, but we have another question coming up from the students all the time, namely, the attitude of the community. It is reflected in actions of draft boards and it is reflected in the attitude of parents and of students alike. For example, the one boy that I was not able to prevent leaving college to enlist gave as his reason that all the boys in his high school class, except himself, were in the service, and he was a pariah in his neighborhood because he was not in. Have you any thoughts at all on that matter?

DR. BROWN: Yes, that is the most difficult single problem that I think you face in your counseling with students. That was why we tried to get the Secretary of Defense to issue this statement, and still hope we will get it issued within a few days. We had another conversation with him about it only last Thursday, in which the whole tone of the release will be, "You will increase your effectiveness for eventual military service by getting the most possible education which you can achieve." That you will not be inducted for U.M.T., but only when Selective Service reaches us in Selective Military Service, and there is opportunity for deferment even beyond that date of induction.

Now, if we could get the Secretary of Defense to issue that statement, I think we would do more than any other single thing to stop the psychological effect.

Hershey is perfectly willing to issue it, but it would have much more weight -- and in effect he does issue it when the President signs the deferment plan -- if it came from the Secretary of Defense.

Now what we have also done, as some of you know, was to get out an advisement bulletin. The last issue of the Bulletin was written specifically for advice and counseling of faculty and students, and in that I have tried to say some of the things that we have said here this morning, with an attempt to stop this psychological effect that is now operating.

If we get into a shooting war in which there is all-out mobilization then I think the psychological factor, and then the realistic factor changes everything I have said this morning, but I think the emphasis upon the insurance policy concept is the one that ought to carry over in terms of the attitude of young people, that actually they are taking out an insurance policy of greater service to their government by going on through college.

DEAN STONE: Dr. Brown, among the plans that you recommended was the calling for the development of a vital civil defense organization, and you implied, or stated I believe, rather emphatically that all of these plans should be in such shape that they could be put into operation over night.

My question is: How can you prepare anything other than a paper civil defense plan in view of the current lethargy and apathy that we find on our campuses?

DR. BROWN: It is a very good question. Part of that lethargy, I think, reflects the indefiniteness of the national policy. However, that is taking shape now rather clearly.

I had a rather long conversation about two weeks ago with the new administrator of Selective Service, Ex-Governor Caldwell, and about a dozen members of his staff. They are planning to set up three staff colleges, one a super college, to train the state officials of the top-flight level; the other to train what might be thought of as the operating level within the various states. They in turn will presumably -- if state funds become available and there are no federal funds for the state civil defense program at the present time and none contemplated -- will contract with an educational institution, or more than one, within the state to offer the same kind of courses that have been taught at the highest top staff college, and the two other staff colleges, and then teach them to the people within the state.

At that point, through this distributive education from the top to a larger group, and then through the institutions throughout the state, it is contemplated that some twenty million individuals will, within the course of a year, be given a program of what to do in terms of atomic attack, various ways of protection, and so forth, and lay a foundation for civil defense.

They are now in the process of preparation (and they are discussing the naming of an outstanding civilian advisory committee of educators) of the proposed curriculum which will be spread down from this top group through the colleges and universities.

So far as I see that is about all that can be done, and when that material is available and the states are organized, then it ought to be possible to carry it out on the college campus. I do not think that we can start buying or digging bombproof shelters, and I certainly would not advise the \$65 variety. (Laughter) It seems to me we just can't cry "Wolf, wolf, wolf," but rather we need it in the top drawer. It needs to be primarily a confidence plan, rather than that of giving information.

DEAN BALDWIN: Dr. Brown, have you read that latest article in "Atlantic" by President Griswold of Yale? I wonder whether you would comment on that, if you have.

DR. BROWN: I have not read that one.

DEAN BALDWIN: I would recommend that for you men who have not seen it. It is the current issue of "Atlantic," which said many of the same things you said here this morning, which I think would be worthwhile reading for the group here, and taking back with them.

DR. BROWN: I hope things like that are said for the public to read, rather than some of the other magazine articles that have been published in a number of the other popular journals. One of them just recently, which was in "Harper's" could be summarized in three sentences: College students are more radical than non-college students. Those who are trained produce only instruments of death and destruction through the laboratories, therefore you might as well kill them all off. (Laughter)

CHAIRMAN HOCUTT: Any other questions from the panel?

Well, I know the men in the audience are anxious to ask some questions, so we will turn to you gentlemen for a while.

DEAN J. J. SOMERVILLE (Ohio Wesleyan University): In regard to the 50, 66 and 75 percent of the class, in the case of a co-educational school, does that apply to the entire class or only to the men in the class? I don't think that was clear.

DR. BROWN: That was not clear, and is not clear. The assumption, again, is that the institution may make its own statement and its own decision.

The chief criticism of the so-called original Triton Report was that it was a flat percent of the class without any other possible alternative for the determination of who would be deferred of those now in college. They proposed this national competitive examination for high school graduates to determine the point from here on out.

That of course brought tremendous criticism, the assumption being again (to repeat a little of what I said) that you would induct students at M.I.T. who would certainly be in the top ten percent of a class in College X. So as a result of that criticism they proposed that the students compete among themselves only, namely that all males eligible for induction would be put in a list, priority list, on the basis of grades, and then draw the line at the middle and half would be deferred and the other half not.

It seems to me this other proposal, which again came from several conferences with the Triton Committee, is very much better, namely the "or" proposition, and leaving it to the institution to decide whether they will rate only the eligible males or whether they will rate the entire institution, or whether they will rate civil engineers separately. That is a problem of procedure.

We are going to have a meeting with Hershey again on Monday and we are going to discuss many of these identical questions that you have raised, and if there is anything definite we will get it out, of course, immediately in the Bulletin. I appreciate your raising these questions because we will raise them with Hershey.

DEAN RALPH A. YOUNG (College of Wooster): How does the present proposed law bear on the men who already received notice of induction and have had their induction postponed?

DR. BROWN: They will be eligible. As far as the law is concerned they are in as of June. As far as the plan of deferment is concerned, every last man of them will be eligible for deferment on the "either, or" proposition that I emphasized.

DEAN VERGIL FOGDALL (Lewis and Clark College): What is the situation with regard to ROTC? Many independent colleges here I think want to know that.

DR. BROWN: What do you mean by your question?

DEAN FOGDALL: Is there any indication that you can give us, when announcements will come out, and so on, if we are applying for them. One school received definite word that they will have an army unit, with no indication from any other place that I have gotten, when announcements may be coming through. The Air Force, I think, indicated April 20 as the date of announcements.

DR. BROWN: I can give you rather definite information on that.

... Remarks off the record, at Dr. Brown's request ...

DR. BROWN: Partly based on the questions that you people sent in the Department of Education, based on these visits of Army, Navy and Air (and sometimes all three have been on a campus), there is in the drawers of the military a rather

definite plan for utilization of institutions if we come to all-out mobilization. A month ago the Navy wanted to release their plan as to what they anticipated doing the morning after all-out mobilization occurred, which would mean, of course, a direct strike from Soviet Russia. The Department of Defense and the Joint Committee that has been appointed voted unanimously (other than the Navy representative) to withhold that information. So there is much more information, it is much better catalogued, there is much better degree of selection, and there is much more definite planning in Washington than is usually known in the field. But those plans, and I think rightly, will not be released until, and unless -- and pray God it will never happen -- we do come to a point where all-out utilization of our institutions of higher education for military security becomes necessary.

DEAN WALTER: Dr. Brown, what information do you have about the continuation of the G.I. bill?

DR. BROWN: That is a long story. Let me summarize it very briefly.

As you know, the House asked for the appointment of a special committee to investigate the G.I. bill and make recommendations for the future. Congressman Teague of Texas was named chairman of that committee. He has met with us a number of times, addressing this meeting of the member organizations in Washington on January 19-20, and he has also met individually with our committee on relationships.

The prime emphasis of that first inquiry was, "What are the evils of the G.I. bill?" They devoted almost all their attention to the profit schools to see whether they had conformed to the legislation -- Public Law 612, as I recall, passed by the last Congress, that set up certain standards for private, or profit, schools.

He has now been given authorization by resolution of the House to continue the study on the total influence of the G. I. bill. He has asked the Council, together with a number of other organizations (The Land Grant College Association and others), to make a careful appraisal of the effect of the G. I. bill and specifically to recommend what kind of legislation ought to be presented.

Now we have not entered the second half of that. At the Council we are just in the process of the first half, namely,

trying to get expressions of judgment as to what ought to be done in the light of what did happen. And I would be very much interested in what your recommendations would be as to what should happen. For example: If every able-bodied male for the next twenty years is eventually designed for the armed forces -- and I underscore eventually -- should we have a G. I. bill that provides a federal scholarship based upon military, mandatory service? Or could you restrict that in some way by saying "only those that are in combat duty"? Or could you say "only those whose educational careers have been interrupted," such as the original G. I. bill passed in 1944 which had exactly that phrase, as you will recall, and then the interrupted part was taken out a year later. Or should we move away from that entirely, to an over-all program of federal scholarships based upon need and ability without regard to sex or military service?

Those are the issues we face.

We had very much pressure telling us what we ought to do, because the Council has -- and I would like to just throw this in parenthetically, and underscore every word of it -- no judgment of its own. Its judgment is your opinion, your considered judgment, and to the degree that we reflect your considered judgment, to that degree the Council has a right to exist. To the degree that we seek to express an independent opinion, to that degree the Council fails its fundamental purpose. So I am very serious in saying we want to know what you think ought to be recommended.

DEAN RALPH E. DUNFORD (University of Tennessee): Dr. Brown, would you comment on the status of the boys in dental and medical schools at the present time? I assume that these percentages will not apply to those boys who have been accepted and are undergoing their training. Secondly, is there any contemplated program of putting them in some reserve status such as the Army and Navy had in the last war and paying for their education?

DR. BROWN: All of the provisions proposed would defer all students in graduate and professional schools who are now in those institutions or are admitted to them, provided they maintain satisfactory progress in the institution.

There is also already in effect Regulation No. 7 (because it was issued prior to this change in authority that I spoke of) that puts the medical fields and health fields in a different category. That is now in effect, so if the Deans of

the Medical Colleges and the Nursing schools, and the osteopathic, pharmaceutical institutions, dental, the schools training in public health wanted to buttonhole freshmen, they could put a button on twice the number of undergraduate freshmen that they expect to admit when they come into their professional schools, re-look at that group every year, gradually admit them, until they are admitted as a full class to these types of institutions.

Now the medical people, nor anyone else in the health field, have not actually used that regulation as of now, because they are hoping that this over-all plan of deferment will be such that it will include enough persons so that these professional schools can get their individuals.

But let me repeat, to answer your question quite specifically, there will be none engaged in graduate and professional education pulled out until they have completed their education.

To answer your next question as to whether they will go into a deferred status, probably only a general statement that they are responsible for national service to be defined by the existing agency. Now they can induct him, or they can continue him to practice medicine in the local community.

The Council at least so far, reflecting again the attitude of the January meeting, does not believe that there ought to be set up some intermediate agency that makes that decision for the Selective Service agency.

DEAN DUNFORD: Is there a program to put them in where their education will be paid for?

DR. BROWN: There is a great deal of emphasis now in terms of classification within the military. I know very definitely from many conversations that the Army itself is much more aware of the need of better utilization of its own manpower now than it ever was in 1942.

You will be interested in this. Just recently I was in an office over in the Pentagon and they had just gotten a request for a number of persons requiring a rather high degree of ability in terms of the movement of material, and the person who was there -- I was sitting listening to the conversation -- said, "We must have one hundred boys now driving trucks and doing squad's right, mechanics of low level on our air fields, that should be the men doing this job that we have right here

in front of us. For God's sake find a way to find those men and get them into those positions." And that is the general attitude, but of course there is tremendous difficulty in doing it, but there is a real effort to use it.

One of the arguments that the military itself uses for approving this deferment plan, and the Defense Department has approved it, is that they want the better educated boys in the areas which this technological war makes it necessary for them to have.

I can just be a little hopeful, but I cannot make any more definite statement.

DEAN DUNFORD: Thank you.

DEAN HAROLD K. WILSON (Pennsylvania State College): Where a school has a pre-registration plan and a student pre-registers for the fall semester, before the end of the present academic year, and does not receive his induction notice until sometime during the summer, will that have any bearing on his deferment and postponement of induction?

DR. BROWN: That question is a little hard to answer right now, until this deferment plan has been officially approved.

As of the existing regulation, Operations Bulletin #1 is still in effect and that, you will recall, indicated that if the individual had shown his intention of going to college as of -- that happened to be the day of August 1 -- he would be deferred.

It is assumed, from what General Hershey said the other day, that if the boy shows a bona fide indication that he is planning to go on to college, that he will be deferred during the summer months.

DEAN WILSON: But not into the next --

DR. BROWN: Of course, then it would be into the next year.

DEAN H. DONALD WINBIGLER (Stanford University): In the Hershey provisions for deferment, must a man have completed a full academic year in order to qualify for deferment, being in the upper half of the class?

DR. BROWN: That is a question I do not think I can answer because so far as I know it has not been discussed. I will be glad to raise that Monday.

I do not know that this was implied in your question, but high school seniors will take the examination and on the basis of the test be deferred to go into college. If they need deferment, as I have already indicated, they will not be called anyway, so deferment does not enter into that question. But whether it could be on the basis of a semester or year, I do not know. I would assume it would be the year because the boy will not be inducted if he becomes of induction age during that academic year until the end of the year, so you have him for the year anyway.

DEAN WINBIGLER: What if he becomes of induction age just before the academic year in which he registers?

DR. BROWN: There again it is a matter of regulations that will have to be developed. My assumption is, from what Hershey says that he would be willing -- and this is what I said in answer to a question here -- that if he shows a bona fide intent, he is considered to have enrolled.

I am glad you have raised those very issues because they are important.

DEAN DEAKINS: What are the chances for the ultimate passage on the ROTC bill to establish the Army and Air Corps ROTC on the same basis as the Navy?

DR. BROWN: I think the answer to that is quite definite. Nothing will be done on that legislation until the House passes it and then it goes into Joint Committee, and both House and Senate re-pass the Defense Bill. The bill has already been written by the Joint Panel for ROTC. It has the unanimous concurrence of all three services, and it is assumed at least that it will go through without any difficulty immediately after the Defense bill has been disposed of. I would say the chances are at least three or four to one that that bill will be enacted sometime prior to the end of the current session of this Congress.

DEAN W. DEAN HOLDEMAN (Oberlin College): It is not clear to me about the test. Is it realistic that the test can be given this spring, get scored, and colleges could give information to draft boards about the test scores? I am particularly

interested in the next year's seniors who might be in the bottom 25 percent, who I think face the most drastic interruption in their college program.

DR. BROWN: That of course is the very reason we have been pressing so hard to try to get this out, pressing both in terms of the Department of Defense and Selective Service, as well as in conversation with Frank Graham of the Department of Labor, and with the chairman of the Mobilization Committee, Arthur Flemming. We had hoped that would be released last week, but a curious thing happened. It was released by Vincent of the House Committee the day prior to the one set for the President to release it, and consequently there has been a delay. Now why, I don't know. But at least the fact is that as of yesterday it was not issued. And again, as of yesterday, we were again assured it would be shortly.

To answer your question quite specifically, the tests have been devised. They are all set, as I said earlier, to be printed immediately. The Educational Testing Service at Princeton is responsible for it. The original shooting date for the giving of the test was April 15th. It has now been advanced and no definite date has been indicated, but it is assumed that it will be not later than the 15th of May, and it is anticipated it will be earlier. E.T.S. is geared to tremendous expenditures to get the tests graded and the reports back almost immediately, at least as immediately as you can handle a million tests. But the money is available.

General Hershey asked the House Military Affairs Committee, "Will I be court-martialed if I spend money that is not specifically authorized in my budget?" And he was told, "no." So he is going ahead on the assumption that the money is there and he has obligated its expenditure. So I think the answer to your question is still "yes," if the President does sign that within the next day or even ten days.

DEAN THEO. W. ZILLMAN (University of Wisconsin): Maybe we can all stand some help with this particular question. In the last six months or so on our campus we have had quite a rush of enthusiastic students to sign up in the ROTC program. Now those men have had all NME-44 forms forwarded to their local boards, in effect giving them deferment until the end of their academic course of training.

Now I fear that if these new regulations which you told us about go into effect we are going to see a diminishing

enthusiasm among some of those people who have made this contract with their country and their government, and we as Deans of Men may be faced with cases where we have to help decide what attitudes the university ought to take with respect to the boy who now sees that he is in the upper ten percent of his class, and decides differently about his career as an Army officer for two years after his graduation.

Can you help us and throw any light as to how you think we ought to deal with that problem?

DR. BROWN: It is a very real problem. I think there are two things that can be said that may be helpful to you.

One is that the ROTC does assure the individual, provided he remains in satisfactory progress, the continuance of his education to graduation, with this understanding: That the quotas allocated to the institutions for those in the basic course -- that is, freshmen and sophomores -- is in excess of the number who will be selected by the P.S.M. & T. for the advanced course. Those men who either then perhaps -- and this is a question that has not been resolved -- will be eligible for deferment for the rest of their program, or they would immediately be eligible for induction. But I think they ought to know that ROTC is not in itself a sure guarantee that they will continue through the full four years of college, because there are these two selective points. Those then as freshmen will be selected within the quota, and those in the sophomore year will be selected for the advance course.

The other point is that the opportunity for deferment still carries with it the obligation for national service. It is deferment in the sense that he can continue his education, but it is not exemption, and he still has his obligation to his government.

I think if those two points are balanced it may help you at least in helping the individual make the decision.

Does that help you any, or is there anything else?

DEAN ZILLMAN: I wish you would come a little more to the thing that is bothering me, Dr. Brown. Let's say the boy then at the end of his junior year decides not to go on with the contract that he signed with his government, to take his commission after graduation and serve his two years, the Army, I am told by them, has no effective means of compelling him to live up to his obligation. Now can we, or should we, in our thinking attempt to take a stand on that point and counsel with our

men, one way or another?

DR. BROWN: Well I am not an authority on the ROTC. Dr. Adams has been chairman of the Advisory Committee and we lean pretty heavily on him to keep that kind of problem constantly before the military. My assumption is that the breaking of an implied contract, after he had received benefits from it, would be discouraged certainly; and, then, he becomes eligible for induction if he breaks that contract.

DEAN BALDWIN: He goes in as a Private, is that right?

DR. BROWN: Yes, he goes in as a private. He goes in wherever he is assigned by the Local Induction Board and the Local Induction Center.

I feel he should be discouraged from breaking a contract.

DEAN NEIDLINGER: Let me say in answer to that, some of us are going to a meeting of the NROTC colleges on Monday, in which this question has come up. A committee has studied what the colleges should do to protect the Navy's position in this thing, and there will be action supposedly in this meeting of NROTC colleges, which attempts to formulate a uniform policy that institutions will be recommended to follow in that. There are recommendations, but sometime next week there will have been a definite consideration of those problems and an attempt to solve them on a uniform basis that will come out of that NROTC meeting Monday.

CHAIRMAN HOCUTT: Fred Turner can add something on that point.

SECRETARY TURNER: We have that problem before us right now, in the form of a senior wanting to break his contract. It actually involves the Defense Act because when the land grant institution accepts the contract with the government to carry on the advance work, the President of the institution signs up in that contract his approval and his entering into the agreement that the institution will make the advance work in ROTC a part of that individual student's requirements for graduation. Therefore, if the student breaks the contract, he walks right out from under the actual opportunity to ever graduate from the institution. That is the thing in a nutshell.

Our legal counsel is checking right now with the military people in Washington to see if that is the implication, but

our President has been into it. He signs all these individual contracts. The question is, if the boy breaks the contract, can he ever graduate, because our President has said, this boy has agreed to certain things in his academic career, namely Advanced Military, to become a requirement for graduation. If he breaks that he can never graduate.

There is another question that comes into it, and the Army puts up this question. They are caught in this type of position: Here is a boy who wants to quit the program. All right. They never want him as an officer, and they are not particularly concerned about penalizing the boy forever, but they are caught in this proposition, that they have no way to break that contract themselves. They don't want him. He will not be a desirable officer, but how can they break the contract? They can break the contract, but the minute they break the contract then the President is released from his side of the contract. It is a kind of tricky proposition there, because if the boy breaks the contract (the Army doesn't want him), the President is placed in the position of trying to decide "what is our responsibility?" As a matter of fact, we are going on the theory that our legal counsel at the University is going to have to settle it with the legal people of the Army as to what our position is going to be. Can we relieve this boy if the Army is willing, whereby we can go ahead and graduate him?

Does that throw some light on your question?

DEAN ZILLMAN: Yes, but the boy has to return, by Army regulation, the money paid to the Advanced Corps, and if the Army breaks the contract then he does not have to repay that money, and that is why our Army officers are careful not to break contracts when they run into that situation.

SECRETARY TURNER: Yet they do not want him as an officer.

DEAN ZILLMAN: Right.

CHAIRMAN HOCUTT: We had one case similar to the one you spoke of. The man became lukewarm about his commissioning and the Army definitely did not want the man. The P.M.S. & T. agreed to forward the recommendation that he be released from the program providing a certified check making full refund of the subsistence allowance that had been paid him was attached to the letter, and by mutual agreement between the President and the P.M.S. & T. this man was discharged, and at the same

time made a full refund of the subsistence he had received.

Any other questions?

DEAN EPPLEY: How does that apply to the basic, those who are given a quota for deferment in basic? In other words, you are given 165 percent of a full quota for advance in basic, you can defer them at the end of that freshman year. I wonder what would happen to those boys if they would break it? Is that a contract?

CHAIRMAN HOCUTT: I cannot answer the question.

DR. BROWN: I would not feel that is a contract because of the very fact that there is a plurality of 65 percent more than could be admitted to advanced; that number has to be eliminated from the program.

DEAN ROBERT S. WALDROP (Vanderbilt University): I just wanted to ask a procedural question, Mr. Chairman. Is it possible to have these questions and answers included with Mr. Brown's remarks?

SECRETARY TURNER: I think it is unlikely. We might get you a summary of them the first part of next week, but I do not think we can get the complete transcript of it.

DEAN E. MOWBRAY TATE (Hanover College): Will this "either, or" possibility continue another year for those in college, or will they be stuck with being in the upper half of the class?

DR. BROWN: I don't quite get what you mean.

DEAN TATE: A student who is deferred for this year, when he comes to go into his junior class, let's say, and he is not in the upper half of the class, can he take the examination at that time and go on?

DR. BROWN: That is a procedural detail that is one of the things we want to discuss next week.

There are two aspects of that question. One is, if he passes the examination with a score of 70, must he still stay in the upper half of his class, if the word "or" is the important word? Our assumption would be no, and so long as he maintains satisfactory progress he would continue to be deferred.

Now the other part of that question is, if he is in the upper half of his class and drops below it, can he get himself deferred by taking the examination? My assumption is that the answer to the second part is yes, but please do not take what I am saying as more than just a reflection of our long discussions with Hershey. We will have definite answers very shortly.

DEAN PRICE GITTINGER (Univ. of Calif. at Davis): How long can we have at the close of any given semester to prepare records for certification?

This business of certifying them in a certain percent is a rather lengthy process and I was wondering how long we can stave off the draft board until we can give them an answer.

DR. BROWN: That is a hard question to answer because of these delays. What we had assumed was that the examinations would be given in April. The policy would have been announced before this, and you would already begin to get your lists of persons so that you could make that recommendation.

I do feel reasonably confident that on the mere matter of processing of persons, or "facing", as they call it in the military, there will not be any heavy calls during the summer months that would seriously affect any considerable number of college students.

There are two factors involved. One is that the volunteering has been much higher as you know from the President than was originally contemplated, and hence the number called through selective service has been cut in half for April and May. But I am sure that there will be every opportunity given to institutions that move expeditiously to get in their lists because it has been a real joy to talk with General Hershey and hear him saying today, more effectively than the educators said to him in 1942 (and which he opposed), the very things which the educators were trying to tell him eight years ago.

I wrote a little note to Mr. Triton the other day when we were having our meeting and said, "You and your committee have done the best educational job that I have yet seen done, this time on General Hershey."

DEAN EMERITUS WARNOCK: Dr. Brown has been so helpful about his predictions for the fall of 1951, we ought not to ask

more, but I would like to ask him this question: Granted, or supposing that UMT does not go into effect for two or three years, do you know of any factors which would influence enrollments in 1952, which will not be operative in the fall of 1951?

DR. BROWN: Only one, and that is a problematical factor, and that is the extent of the calls through Selective Service that would use up the pool which now exists between 19 and 26 with the lowered physical requirement, and the potential induction of married, fatherless men -- no, I said that wrong, married, childless men. (Laughter) I knew that did not sound right. (Laughter) General Hershey said that if the rate of pregnancy did not pick up too rapidly it would be eighteen months before they would get to whatever minimum age the Congress sets for induction.

Now if induction is increased, or if pregnancy too greatly increases, then they will get to that minimum age group a little earlier.

DEAN-EMERITUS WARNOCK: It couldn't be a matter of two or three hundred thousand at the most.

DR. BROWN: Not more than that at the most.

DEAN EPPLEY: What are they doing about re-services? Are they going to have a continual program where a man will get at least four months advance notice? We still have a lot of re-services in college and they are also worried about their situation.

DR. BROWN: Two things have happened in relation to re-services, as you know. One is that the number called has fallen off quite sharply in most of the categories of call. And that apparently will continue to drop because we have already now reached the goal set by the military for June 30th, and there is not any significant expansion contemplated actually, in spite of the President's four million plus figure, beyond the three and a half million.

So the calls on re-services will probably continue to decline.

The other is that so far as we know, there is no contemplated change in the four months notice. That was one of the things which we were very pleased about through the Council's

in going to the top on that one and getting that postponement, with sufficient period for the institution and the individual to make some adjustment.

CHAIRMAN HOCUTT: We will take one more question and then we will have to close.

DEAN THOMAS L. HILTON (Mass. Institute of Technology): At one time there was a recommendation that before every year the student is deferred that he serve two years in the national service. In the present recommendation is there such a requirement, and has national service been defined? My question is, at one time national service was defined as anything in the interest of national defense.

DR. BROWN: No, and I hope national service will never be defined by any over-all agency that will specify certain areas as national service and certain other areas not as national service. That is my own feeling. And here again I am speaking only as an individual. We have the instrument of induction, namely Selective Service, with its local boards that are able to sit down and consult with you people who are the advisers with students, and in many instances they have welcomed your advice and counsel -- in some they have not, I will grant. That agency with the years of experience is, in my individual judgment, better able to determine who should be deferred and who should not.

As to what is national service, it is very definitely defined in the law -- no, I will not say "definitely" -- it has certain general categories, those fields essential to the national health, safety and interest. That leaves it sufficiently wide open so that there can be deferment on the basis of what the man is doing, and what he is also -- and this is in the law -- in training and preparation for doing.

Now the postponement of the responsibility, I think, is absolutely imperative if we are going to justify a policy of deferment. And it is postponed on the basis of greater service to his nation, whether military or civilian.

DEAN HILTON: The reason I ask that is that I had one student who said he would not accept a deferment at this time because it meant that he would have to serve twice as much later on.

DR. BROWN: That is ridiculous. That is not true.

DEAN HILTON: I am glad to hear that.

DR. BROWN: It would only be comparable service. Actually the law itself, as now proposed, indicates that national service shall be in proportion to any unserved period of military service. There is no two to one ratio at all.

CHAIRMAN HOCUTT: Well, Dr. Brown, we have worked you overtime, and on behalf of the discussants I would like to thank you for doing our work for us. We appreciate it very much. (Applause)

... President Lloyd resumed the Chair ...

PRESIDENT LLOYD: In turn, John, we want to express appreciation to the discussants and to you people who have sent questions from the floor, for the fine concise way in which Dr. Brown has handled them as they have come in.

Our program has announced a picture for eleven-thirty that is to be taken in this room. Arrangements are being made here. I am mentioning it before Fred's other announcements, because we would like to have all of you men who are near the door to move this way, rather than that. We would like to have this as inclusive of everyone as possible.

SECRETARY TURNER: Wes, I have a whole series of announcements here.

... Announcements ...

SECRETARY TURNER: Those are all the announcements that I have, unless somebody else has something else to announce.

VOICE: I suggest that we have dittoed two copies of this tomorrow, two copies of Dr. Brown's material.

SECRETARY TURNER: Is that possible, 500 copies?

DEAN PAUL H. CONNOLLE (Washington University): We are going to make 500 copies.

SECRETARY TURNER: That will be possible and that will be done.

PRESIDENT LLOYD: At one-thirty sharp we shall gather here for a very brief review, and then go to our sectional meetings.

... The Conference photograph was taken ...

... The meeting adjourned at eleven-forty-five o'clock ...

FRIDAY AFTERNOON SESSION

March 30, 1951

The Conference reconvened at one-forty-five o'clock, President Lloyd presiding.

PRESIDENT LLOYD: Gentlemen, we will move on with this part of our session. I would like to remind you that promptly at four we want to get moving on some important business matters and we would like to have every member of the Association here at that time.

Dan Feder is here from Denver, and we are going to ask Dan to introduce a special guest for us today. Dan.

DEAN DAN FEDER (University of Denver): President Wes, Gentlemen: I learned about five minutes ago that I was going to have to make this introduction, so I trust you will forgive me if I do not have any appropriate stories to go with the gentleman and the introduction.

I think it is of great significance to us here in NADAM to have present with us this visitor whom I am privileged to introduce. Last December when Dr. Ira B. Scott, Chief of Advisement and Guidance for the Veterans Administration, died rather suddenly, and to the shock and surprise of all of us who had known him and worked with him, there was of course a great deal of concern over his death, and a great deal of regret because we felt that there was still a lot of work to do. We had felt, all of us, that a great deal of leadership had come to college campuses as a result of the work of Dr. Scott and his staff.

Then of course, as you might expect, and I suspect many of you here in this room wondered, as the days and weeks went on, what would the Veterans Administration do about this reappointment, about a new appointment. Were we going to get just another bureaucrat in office, or were we going to get someone who was going to be competent to give us the professional leadership which, in the opinion of many people, has caused the counseling services on college campuses to spring ahead at least twenty-five years in a matter of perhaps five short years.

So when the announcement came that C. Harold McCully had been appointed as the new Chief of Advisement and Guidance

for the Veterans Administration, there was a great deal of rejoicing among all of us, and I am sure among many of you here who either have known him in the past, or will come to know him in the future, we hope.

We are particularly pleased because of the fact that Mr. McCully comes to the job with a professional background in counseling and guidance work. And I am also particularly happy--not because I happen to have been designated (but I am pleased over that of course in a personal sense), but I know it will please you to know that a special advisory committee has been appointed to work with Mr. McCully at his request, consisting of our own NADAM Ed. Williamson, whom you heard yesterday and I am sure most of you know, who is the chairman of the committee, and Don Super of Columbia and myself as the other two members. We have already had the very pleasant experience of one meeting with Mr. McCully and his staff. We have had direct contact and direct observation of the leadership that he is giving that staff, and we have had the opportunity in a couple of "bull sessions" to know that Mr. McCully is right in his thinking. He is flexible in his thinking. He has a very open mind.

We want you to see him here and get acquainted with him today and tomorrow, and if you have problems about the Veterans Administration program on the B. R. and E. side, the advisement and guidance specifically, or if you have gripes, he wants to hear them. If you have ideas, he wants to know them, because he looks forward, as we all do, to the fact that this agency is not folding up but is going to continue to give us some real leadership in the field of advisement and guidance.

So it is a great pleasure for me to have this opportunity to present to you the new Chief of Advisement and Guidance, direct from Washington -- not a bureaucrat, but a real professional man -- Mr. C. Harold McCully. Mac. (Applause)

MR. C. HAROLD MC CULLY (Director, Veterans Administration): May I say about two sentences. Thank you, Dan, for that rather flowery speech. It is most generous of you.

I do want to say that I appreciate very much the opportunity to be here and to meet with you, and I mean it when I say that it will only be, I believe, through our ability to get your helpful suggestions and comments and constructive criticism for the program of the future, that we will be able to do what we intend to do, namely avoid the stultifying effects of bureaucracy

on a professional program. We highly resolve to do that with your help. (Applause)

PRESIDENT LLOYD: Thank you, Mr. McCully. Those are kind words, and we want to welcome you here and are delighted to have you with us.

In our program for this afternoon you have on the regular listing the "Counselor -- Victor Spathelf." Vic has been taken into some other work, and we are asking John Hocutt to give us the brief statement of this meeting.

You are already well enough acquainted with John to know that he can do things on quick notice. He has had some special assignments for the Association through the year, working with military committees. It is our good fortune to have him give us this statement now. John, it is your turn.

DEAN HOCUTT: Thank you, Wes.

I would like to say first of all that the plan for the morning program did not work out exactly as planned in that the discussants did very little discussing. However, I am sure that you gained far more from Dr. Brown's answers to your questions than you would have obtained from your discussion.

I feel as though I have been given a rather impossible job. I admit quite frankly my inability to do a respectable job on such short notice, especially when I am asked to follow Dr. Brown's very excellent presentation of the morning. However, I thought what I would try to do would be to very briefly hit some of the high spots by way of outlining what Dr. Brown said this morning, and then suggest one or two areas where you might do some talking in your workshop sessions.

First of all, Dr. Brown began his address with some comments on long-range planning, pointing out that we are today in what he called, or described, "one-quarter mobilization," a long way from what we will have when total mobilization comes. He pointed out that in spite of this period of partial mobilization many institutions have gone over-board, it would seem, in the matter of releasing faculties, putting in a mandatory round-the-year acceleration, the scramble for military programs and various other curtailment plans.

Dr. Brown pointed out the need for some insurance in the case total mobilization does come to us, and under that

topic he mentioned such points as the need for a vital civil defense program, the need for strengthening the local, regional and national organizations through which close cooperation with government can be maintained, and the very important need for having an organization plan which you keep up to date with periodic revisions as the situation changes, to be implemented at once if and when total war does come.

And he pointed out that the long-range view suggests that we may more intelligently consider our problems in terms of what we are actually facing today rather than leaning toward the hysteria that has characterized some of the planning.

Then under the heading of "emergency problems" he mentioned the fact that on the manpower question that much confusion exists in Washington with the lack of any single designated agency with absolute authority to determine manpower needs and the availability of manpower and to assign quotas, both within the civilian economy and for the military. He referred to the military dominance of the manpower picture today, pointing out that in Washington few people, if any, have been willing to question the figures, the four million plus figure as suggested by the Department of Defense as representing their present requirements.

He mentioned the fact that Selective Service today still occupies the position of major responsibility though the authority of Selective Service is less today than it was during World War II.

He commented upon the position of educators, stating that it was his belief that educators will insist upon the establishment of a powerful civilian agency having absolute authority for overall quotas relating to all manpower allocations.

As another problem, he outlined the need for clarification of policy regarding military training and service, and he cited the pertinent provisions of the S-1 bill, with which I believe all or most of you are familiar.

Then he called attention to the action taken by some ninety-odd representatives of national educational organizations at a meeting in Washington last January 19 and 20, at which time those people endorsed what amounts to the S-1 bill, with certain reservations and recommendations.

I might digress for a moment from my outline of Dr. Brown's talk to point out that while I represented NADAM at this meeting and voted in favor of the resolution that was adopted unanimously, I did so as an individual with the understanding that -- and this was true of all organizations represented -- there was no final commitment upon the organization if the organization did not agree with the resolution as proposed.

This group adopted resolutions and recommendations, including the fact that the 75,000 per year to be returned to the colleges should be a minimum and not a maximum figure; that the policy of returning 75,000 per year be a continuing policy and not one for just three years; that the president be urged to use his power to defer all students currently in colleges and universities who are now satisfactorily pursuing courses of study until they complete those courses of study, at the same time extending the period of obligation for military service or other service as directed by the President; and lastly, the recommendation of the representatives of organizations that met in Washington last January urged the appointment by the President of a civilian advisory commission.

Then Dr. Brown summarized for us the results of an American Council poll of college and university presidents, indicating that 22 percent favor universal military training and universal military service as a permanent national policy, and that 18 percent of the replies received to date indicated opposition to such a plan, and that 80 percent favor universal military training and service as an emergency policy only. These figures differ considerably from an earlier report which indicated that it was just the other way around in so far as the attitude of college and university presidents and faculties was concerned.

Then Dr. Brown indicated the extent to which training and preparation for occupation is essential to the national health, safety and interest shall be recognized as a vital part of our total national policy. He described our current situation as being perhaps a Thirty Years' war of the twentieth century, pointing out the very urgent need for continuing a flow of men and women through our institutions of higher learning in order that we may not be caught short when it comes to measuring superiority in the scientific, technological and other fields.

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during the years ahead? What shall be done about acceleration? To what extent is it planned that the staff and faculties of colleges and universities will be used?

He predicted a maximum decline in enrollment over the next three years of not more than 15 percent. He called attention to the increasing birthrate which began about 1939, pointing out that in six years from now we may expect from 75 to 100 percent more students becoming available for admission to colleges and universities.

On the question of acceleration I believe I am correct in saying that it was his feeling, the feeling of the American Council and of educational institutions generally, that there is no need for any (at this time) mandatory round-the-calendar acceleration, while it is perfectly all right for optional acceleration programs to be carried on.

On the matter of the use of staff and facilities of colleges and universities, he pointed out that at present anyway there are no plans beyond the ROTC and a very few specialized experimental programs. He pointed out the possible use of facilities in such programs as civilian defense, and a slight possibility of some such emergency training program, war training program, as was conducted during World War II.

In conclusion he called our attention to the need that we do not lose sight of the fact that this is a two-fold struggle, one against the Communist State and the other a struggle against communism as an idea of government and life. He urged that we do all that we could in the field of education to promote that latter point.

So much for my very hurriedly done outline, and I tell you that I am quite aware of the fact that it does not do justice to what Dr. Brown had to say.

Now I would like to indicate quite briefly one or two things that you might consider in addition to points that are raised by Dr. Brown's paper.

You will recall that he pointed out the desire on the part of people in Washington, and particularly the American Council, for your recommendations with regard to continuation of the G. I. bill. Should we have a G.I. bill embracing benefits for all persons who serve in the military, or should it be limited to those who have had combat service, or should it be for those whose training was interrupted?

In addition to that point, I think it would be well if you would spend some time on a discussion of the terms that were mentioned this morning. The term "academic year" -- what is meant by "top half of the class"?

I think it was made perfectly clear that it is not expected that we will act uniformly throughout colleges and universities on such matters. However, I think it will be most helpful to the people here if some discussion and some time is given to discussing such matters. It will at least direct your thinking and will put us somewhat in line throughout our institutions of higher learning.

I think that is about it. I have a half minute left, and I don't begin to qualify as a story teller, but it seems to be the thing to do, that when you have the privilege of the floor, to tell one, and I would like to very quickly tell you one.

... Laughter and applause at the conclusion of Dean Hocutt's story and address ...

PRESIDENT LLOYD: Thank you, John, for leading us into this discussion of the afternoon. (Laughter)

We would like to have Fred give us a note on registration as of to date.

SECRETARY TURNER: Wes, those present will be interested to know that there are registered 222 people, which is the largest registration this group has ever had. Just a little breakdown on that: 12 from California, 22 from Illinois, 13 from Indiana, 11 from New York state, 27 from Ohio state, 10 from Pennsylvania, 12 from Texas; then various others from 1 to 9 from all but five states in the Union. So it is a pretty good geographical representation.

While I am on my feet I might say something about this Conference III. A few people have asked about this, so if you take out this program and look at the center, Conference III is the one in the middle. You will notice that Conferences I and III are set up by sizes of institutions. Conference II is by type of institutions. So this afternoon's session is the one right in the middle of the page, and the assignments for the rooms are the same as they were yesterday afternoon, and not as they were last night.

I would like to add to what Wes said about the importance of this four o'clock business meeting this afternoon. In addition to the committee on nominations and time and place, which will be at that time, there will be some other important work to do, so we urge you all to be back here at that time.

PRESIDENT LLOYD: That is it then, and we move to our section discussions on universities in the emergency.

We would like to remind you that Dr. Brown will be available all afternoon for consultation. He is going to be moving from section to section, and will also be available in the corridors and halls.

... The Conference recessed at two-ten o'clock ...

FRIDAY AFTERNOON BUSINESS SESSION

March 30, 1951

The Business Session convened at four o'clock, President Lloyd presiding.

PRESIDENT LLOYD: Gentlemen, we come now to the phase of the Conference toward which we look with some expectancy each year. The first order of business today will be a report from the Committee on Place and Nominations.

The Chair calls on Donfred H. Gardner, Chairman of the Committee on Nominations and Place. Don.

DEAN GARDNER: Mr. Chairman, Gentlemen: Your Committee asked me to thank those who had cordially invited us to come to their campuses for the next year, and wish to recommend that the meeting in 1952 take place at Colorado College, at Colorado Springs; the Host Dean, Juan Reid; the time to be set by the Executive Committee as late in the spring as possible, but not too late to hit the rates properly at the hotels.

Therefore I move, Mr. Chairman, that the meeting be held at Colorado College, Colorado Springs, in 1952.

PRESIDENT LLOYD: Gentlemen, you have heard the motion. Do I hear a second?

... The motion was duly seconded ...

PRESIDENT LLOYD: Moved and seconded that next year's meeting be held at Colorado Springs at Colorado College, the Broadmoor Hotel, I think is mentioned. Any comment?

DEAN STONE: Mr. Chairman, is discussion on the motion in order?

PRESIDENT LLOYD: Always.

DEAN STONE: I do wish to make any remarks as being in conflict with this committee or throwing a monkey wrench into their report, or making a substitute motion. I would like to call attention however to the fact that the state of California alone has twelve delegates at this convention. I understand that very few other states within a radius of 100 or 200 miles have a larger delegation than that.

On the western slope of the United States we feel quite removed from the usual meetings of NADAM. I want to call to your attention that it costs just as much to come from Seattle to St. Louis or the College of William and Mary, or from Los Angeles or San Francisco to the east, as it does to go from the east to the west. (Laughter)

I am authorized as ambassador without portfolio and envoy un-extraordinary, on behalf of the institutions on that West of the Great Divide, to suggest that this group consider at least the possibility, before casting a vote, of having the 1952 convention somewhere within the state of California, where it might be possible and convenient for the delegates to attend both the meeting of NADAM and the American College Personnel Association Council of Guidance Personnel Associations, which meetings are to be held in Los Angeles the last few days in March and the first of April.

In speaking, I speak for a number of institutions, among which I may say is the University of California, with its eight campuses which are characterized by scholarly research and instruction; for the University of Southern California where they have the most perfect climate in the world; for Stanford University and their football team; and for the University of Washington where they have a basketball team. (Laughter)

PRESIDENT LLOYD: The Chair recognizes the significant way in which the delegate representing the California institutions has represented them and done his duty.

DEAN GLEN T. NYGREEN (University of Washington): I rise to my feet to second Dean Stone's suggestion that you come to the west coast, but also to remove him from the opprobrium of representing officially the California Chamber of Commerce.

The State of Washington, the delegates from the institutions in that state, and the delegates from the institutions in the state of Oregon and the other states represented here, join with Dean Stone and the others in suggesting that the Executive Committee think seriously about coming to the West Coast in 1952.

PRESIDENT LLOYD: Thank you, Dean Nygreen.

Are you ready for the question?

... The question was called for ...

PRESIDENT LLOYD: All in favor say "aye." All opposed. We will ask for a standing vote by institutions.

SECRETARY TURNER: What motion are we voting on?

PRESIDENT LLOYD: There is but one motion before the House. That is the motion on the recommendation of the Committee. Will all those in favor of accepting the recommendation of the committee please stand. [70 in favor.] Those opposed to the motion will stand please. Shall we count off from here?

... Cries of "We give up" and laughter ...

PRESIDENT LLOYD: The motion of the Committee on Place carries.

DEAN DONFRED GARDNER: I think, for the information of everyone here, this organization has tried to follow the policy of meeting twice in the middle west to once each side of the river, however far they have gone from the river.

Now for officers, and I hope there will be no conflict here, as the money -- I mean, well -- (laughter). We, of necessity, have to put up with our Secretary for another year, so we can't make any nominations for Secretary this year. We hope to make one for next year. (Laughter)

For Vice-Presidents of the organization, Mr. Chairman, your committee recommends Dean Robert M. Strozier of the University of Chicago, and Dean Hurford E. Stone of the University of California.

For President for the next year, Vice-President and Dean of Students A. Blair Knapp of Temple University.

I move the adoption of the report, Mr. Chairman.

... The motion was duly seconded ...

PRESIDENT LLOYD: It has been moved and seconded that we accept the recommendation of the Committee, with Mr. Strozier and Mr. Stone as Vice-Presidents and Mr. Knapp as President. All in favor say "aye." All opposed. [Carried] Your judgment is excellent.

I think it would be well--not at this point--but we might hear from these fellows after they get their breath. They perhaps haven't heard of this notification until three weeks ago. (Laughter)

You will recall that a group of discussants was asked to discuss the address of yesterday morning, and that the President of the Association asked that same group to act as a committee, bringing specific recommendation in regard to the recommendations at that time. This committee has been in session on these problems while you and I have been busy largely on other things.

One of the interesting things about our meetings here is the fact that in this general session we keep on making suggestions that, after we get out on the outside and think over, we wish we had not made. The urge of the moment seizes us. It has been the work of this committee to take these urges of the moment, that we have made through the years, into very careful consideration and weigh the pros and cons and to come out with very considered judgment and recommendations for today.

You recall that committee consisted of Bob Bates, Don Gardner, Dean Newhouse, Blair Knapp, Bob Strozier, and with Vice President Vic Spathelf as chairman. The Chair now calls Vic Spathelf to represent the committee in their report.

VICE PRESIDENT VICTOR F. SPATHELF (Wayne University): President Wes and Gentlemen: I would like to say at the outset that a chairman could not have a more intelligent, diligent and sincere committee than the one which it has been my privilege to work with. They are all gentlemen who have very much at heart the interests of this organization and the interests of the large responsibility which is ours, individually and collectively.

Part of the reason that it has taken us many hours to arrive at a report is the very careful manner in which each of these gentlemen has reviewed and helped work with the ideas and suggestions which each brought to the committee.

So I wish to acknowledge that debt of gratitude and your debt of gratitude, I think, as well for the work of that group.

Your committee, after a day and a half of study, involving several lengthy sessions, can bear testimony to the fact that it is most difficult to present for your consideration all that it has thought and felt, and aspired to in recommending an answer to President Wes Lloyd's challenging address of yesterday morning.

The committee frankly admits that in so short a time it is impossible and, indeed, unwise to presume that it can detail a program as comprehensive and as vital as that which all of us would hold for our Association. After all, that task is a continuing one, one which has preceded the efforts of this committee

by some thirty years, and one which must ever follow in the future as an on-going concern of a meaningful organization.

What the committee has thus presumed to do is to bend its efforts toward the clarification of our purposes and structure in order that we may more effectively address our concern to the role of leadership in meeting the needs of students.

Indeed, to assume such a leadership role we must say for ourselves: What kind of an organization we are; what our fundamental concerns are; and suggest the vehicles for attaining that which we feel are our mandatory obligations.

At the outset let us recognize that if we are to presume a leadership role in serving students -- our primary obligation is that of giving leadership, direction in thought, and inspiration to all who associate themselves in membership in this organizations. Since this is an institutional membership organization, we shall, if we do our job well, not only contribute to the increased understanding and effectiveness of those who labor for an institution in serving student needs, but we shall then be able through them to contribute to the institutional program development of member institutions as they direct their efforts in behalf of students.

It follows that as we are able, as an organization, to make an outstanding contribution in this primary obligation, we shall earn the esteem which freely goes to those whose helpfulness, insight and worthy purpose advance the professional attainment we are constantly seeking to achieve in higher education.

Stated another way, all who work in special areas of serving the student, and whose efforts it is frequently our responsibility to encourage, guide, and direct, will recognize the unique contribution which is ours to make, as we increase our own effectiveness in aiding them to do their work to the utmost of their satisfaction and success in working in behalf of students.

We labor with the many in professional improvement, to assume our proper role in the educational councils of the nation, in the family of professional organizations -- we must as a group be organized for such participation.

It may be said that our single purpose is to meet once a year to bring about a meeting of minds on the problems which beset us. Were that our ultimate, it still follows that careful study and planning is essential to bring the greatest enrichment of experience to such a meeting. However, educational problems are not solved, nor increased understanding and effectiveness achieved alone in a three day convention -- the work of grappling with these educational concerns is one which is continuing day in, day out, on local campuses, in states, in regions, and in the nation, through many and varied vehicles and channels.

We must be prepared to participate. Our default in such regard is merely an invitation for those who are also concerned to fill in the void of our absence.

In light of the foregoing reasoning, your committee makes its recommendations. Through clarification of the thinking which has been our ever present concern of the years past -- though at times confounding us -- we seek to open the avenues of contribution onto wider horizons.

It is the recommendation of your committee that your future officers and executive committee seek, through generous use of working committees, to bring the contribution of many able and talented colleagues to bear on questions, concerns and information such as characterizes the program content of many of our discussional meetings. Further, that those committees, through study and research, bring to our total membership, through published report, interim communication, or convention participation, the fruits of their labor. Such committees, not for the sake of merely existing as committees, should serve on specific assignments for specific periods of time -- to be dissolved when their usefulness has been served, and replaced by newer groups for newer purposes, as the need arises

It is also the recommendation of your committee that the executive committees call upon individual members to undertake special tasks wherein they are uniquely qualified in the cause of service to our membership. The reporting of special studies, the review of new literature, the analysis of newer techniques and developments in the field, etc. -- then make those results available to our members.

Your committee further recommends that the executive committee seek ways and means to facilitate sending of organizational representatives to those occasions of particular interest to this Association and for the purpose of reporting to this

membership. And further that the executive committee, itself, meet at intervals throughout the year to plan, advance, assess and appraise the progress of the professional activities of this association.

Finally, in this area, your committee recommends that the executive committee immediately establish four continuing commissions in the interest of the professional advancement of this association:

- (1) A commission on Professional Relationships. This commission shall serve to study and recommend the liaison relationships of our association with other agencies, groups and offices concerned with the advancement of education and, in particular, student personnel work. It shall seek ways and means of encouraging the work of informal and formal gatherings of our members on a city, state and regional basis, and encourage the communication technique of these groups with each other and our association in reporting their activities and interests.
- (2) A Commission on Principles and Professional Ethics. This commission shall codify and recommend for our consideration such statements as will assist our members to understand and realize our professional obligations in safeguarding the interests of students. It shall interpret and recommend the nature of our professional relationships with other professional functionaries in the personnel field. It shall seek to define the general obligations and responsibilities of student personnel administrators, and I might say that this particular commission formalizes the suggestion which was made to us the other day by the Ohio Deans as a result of one of their informal meetings of the kind previously referred to.
- (3) Commission on Development and Training of Student Personnel Administrators. This commission shall be specifically charged with the planning and recommendations of the manner in which this association may most effectively orient and assist those of our members newly inducted into this area of work, or given new and/or additional responsibility in the area. This commission will merely formalize that which has been an age old concern of this association.

- (4) Commission on Program and Practices Evaluation.
This commission shall assist the members of our association in formulating the criteria and techniques by which they may most effectively appraise their own programs and work. The commission should further have a responsibility for encouraging and facilitating the exchange of ideas on program and practices among member institutions.

The recommendations for the formulation of these commissions is recognized to be but a beginning in the structuring of some of our professional concerns. They may be further revised or added to in the future. In addition to their continuing work, your committee feels they will bring much tangible assistance and information for program planning purposes for our association meetings in the future.

Mr. President, I move the adoption of the recommendations of the committee thus far presented in this report.

PRESIDENT LLOYD: You have listened to Part One of the recommendations of the committee, and to a motion to accept the recommendation. Do I hear a second to the motion?

... The motion was duly seconded ...

PRESIDENT LLOYD: It has been moved and seconded that we accept the recommendations of the committee. Is there discussion on the motion?

SECRETARY TURNER: Could we have the reading again of the four Commissions, without the definitions?

PRESIDENT LLOYD: Yes, I think it would be well.

VICE PRESIDENT SPATHELF: Number 1, A Commission on Professional Relationships; 2, A Commission on Principles and Professional Ethics; 3, Commission on Development and Training of Student Personnel Administrators; 4, Commission on Program and Practices Evaluation.

PRESIDENT LLOYD: You have heard the naming of these four Commissions. We have had the motion and a second. Are you ready for the question?

... The question was called for ...

PRESIDENT LLOYD: All of those in favor of accepting the recommendation of the committee will say "aye." Those opposed. The voting in this case is unanimous. It is carried.

VICE PRESIDENT SPATHELF: In this period of the re-examination of the nature of our organization and its purposes your committee feels that Section II of our constitution bears greater amplification. At the present time Section II of our Constitution reads, in total, as follows:

"The purpose of the Association is to discuss and study the most effective methods of aiding students in their intellectual, social, moral and personal development."

Your committee has given intensive study and prolonged review to the following statement which it recommends be added to the now existing statement:

"The institutions which are the constituent members of this Association are represented by those who are primarily concerned with the administration of student personnel programs in colleges and universities of the United States. Recognizing that many specialized abilities contribute to meeting student needs, this association seeks to provide and stimulate leadership for the effective combination and utilization of all of these resources.

"As the student personnel program is affected by and affects the entire educational endeavor, this association cooperates with those agencies and associations which represent higher education, government, community resources, and specialized interests in student personnel work."

Mr. President, I move that Article II of our Constitution be amended to include the recommended statement of your committee.

PRESIDENT LLOYD: You have heard the report and recommendation with the motion in regard to part two of the report of the committee, this being a motion that will require a two-thirds vote of the membership, in contrast to the recommendations that we just voted on. Do I hear a second to the motion?

... The motion was duly seconded ...

PRESIDENT LLOYD: It has been moved and seconded that this recommendation be accepted.

Is there comment on the recommendation? Are you ready for the question?

... The question was called for ...

PRESIDENT LLOYD: All those in favor of the recommendation and the motion will signify it by saying "aye." Those opposed. The vote is carried unanimously.

VICE PRESIDENT SPATHELF: Much prolonged discussion is evident over the years concerning the name of this association. In earlier days of more simplified organization in institutional student personnel work it was readily possible to designate by singular title those who assumed administrative responsibility in this area. Such singularity of institutional title readily found its way as the name of this association. The organization however has reflected in its membership, institutional representatives today, carrying titles descriptive of yet much the self-same or enlarged work, which now defy ready simplification. This phenomenon is merely a reflection of the growing complexity and enlarged responsibility of our work. We number among our colleagues today Deans of Men, Advisers of Men, Deans of Students, Directors of Student Affairs, Counselors of this and that, Deans of the College, and a host of other title designations, numbering exactly 36, to be precise, if you wish to refer to the mimeographed roster of those in attendance at this convention. All are concerned with administering some phase of student personnel work.

Your committee finds it completely impossible to recommend an association name as simply expressive by designation of institutional title of the individual, as is now our name. Yet in the very nature of our current name lies much of the confusion outside our organization as to what this association is, does, or how it relates to the broad area of student personnel work.

Your committee thus recommends that the soundest approach to the problem is to abandon attempts to name the association consonant with the titles of those representatives which our institutions send. It rather proposes that we designate this organization by general, functional description of that which describes our work. It is the recommendation of your committee that the name of this association be changed to the "National Association of Student Personnel Administrators."

Mr. President, I move that Article I of our constitution be amended to read: The name of this organization shall be the National Association of Student Personnel Administrators."

PRESIDENT LLOYD: You have heard part three of the report affecting the name of the association and the amendment of Article I of the constitution. You have heard the motion for the acceptance. Does the Chair hear a second to that motion?

... The motion was duly seconded ...

PRESIDENT LLOYD: It has been moved and seconded that the constitution, Article I, be amended and that the name of the association be changed as read. Is there discussion on the question? Are you ready for the question?

... The question was called for ...

PRESIDENT LLOYD: All those in favor of the recommendation and the motion say "aye." Are there any opposed? It is my very great pleasure to announce that this vote, coming after many years of consideration, is almost unanimous. I need not indicate the trite possibility that this hour is a monumental one in the history of this Association, and I think after the kind of report that our committee has brought us, it can now be told that some months ago -- not many months ago however -- it became my privilege to call our Secretary and tell Fred that we wanted for discussants on these important problems of the Association men who represented not one viewpoint alone, but men of clear thinking and men who represented various viewpoints and various kinds of offices on their own campuses, and to name certain men who I thought would pull no punches, and take us from the ground up and move in without any special conscience in an objective way. It is my pleasure, I am sure, to congratulate for you and for me this committee who have done such an excellent job in a relatively short time. (Applause)

Fred, I believe there is an introduction that should be taken care of at this time.

Do we have a representative of the World Student Service Fund? He did not happen to get in this meeting, and therefore we will not bother to introduce him.

Now, gentlemen, I think I give you no secrets when I say that this day has been somewhat filled with heavy work. I

have been unable to find people meeting very much on the outside watching the rain drop, and as I have passed up and down through the corridors and through the halls I have discovered that people were actually ready to relax a bit and get ready for the banquet tonight.

The business of this session has been accomplished with dispatch and I feel that we have too many new men here for them to get the idea that we go on, hour after hour, in these conferences with heavy materials, almost too heavy to carry. In some way I feel greatly dissatisfied that such men as "Shorty" Nowotny, Ed Cloyd, Otis McBride and Bill Tate have not been able to philosophize in their special ways about the proceedings of these meetings. I want those men, and any others, at this time to get up and tell us exactly what they think, and to pull punches very modestly, as they always do, for a very short time.

... Remarks off the record by Deans McBride, Tate Nowotny and Cloyd ...

PRESIDENT LLOYD: I am going to put a pretty heavy task now on the recuperative abilities of these three men elected to office today. I am going to ask for Dean Stone to come and say a word, followed by Dean -- Correction, Vice-President Stone, Vice-President Strozier and President Knapp. We are now on our schedule for some remarks from our three elected officers.

... Applause as the newly elected officers came to the platform ...

PRESIDENT LLOYD: Vice-President Stone, we will call on you first.

VICE-PRESIDENT-ELECT STONE: Mr. President and Gentlemen: Not knowing really that I was going to be elected a Vice-President -- and I assure you, as my colleague Dean Hull will testify, I did not have enough money to pay for such an honor -- I have no speech prepared for this occasion.

In fact, it seems to me, as I have observed the working of the Vice-Presidents, that Vice-Presidents are not to be seen very much, or to be heard very much, but they are to do a hell of a lot of work. (Laughter)

... Remarks off the record ...

VICE-PRESIDENT-ELECT STONE: I don't want to promise too much as to what I shall do for the administration of this Association next year. I will say this, that had you been willing to come on the other side of the Rockies, I would really have worked much harder than I expect to have to work, since you are meeting in Colorado Springs. Thank you. (Applause)

PRESIDENT LLOYD: Vice-President Strozier.

VICE-PRESIDENT-ELECT STROZIER: If anybody thought that because we changed the Constitution and changed the name of this organization that we had lost our conviviality and informality, I think this session this afternoon is ample testimony to the contrary.

I will stay as anonymous Vice-Presidents are supposed to stay and do whatever the President tells me to. I feel that we really have made some progress this afternoon, and I feel sure we are not going to lose any of those things that we cherish in this organization. (Applause)

PRESIDENT LLOYD: President Knapp.

PRESIDENT-ELECT KNAPP: Wes, and Gentlemen: I frequently have been asked what the special requirements are to be a Dean of Students, and for want of a better answer I have usually said, first of all, never be at a loss for words. However, I confess that I am somewhat on this occasion.

Very sincerely, you have honored me in a way which touches me very deeply. I think I would like to tell a story. It will not compete with the ones we have heard, because no President in this organization was ever introduced with a backdrop in which I have been introduced. (Laughter) But this is a story that -- like all the stories here, everybody apologizes because somebody has heard it before -- I am telling for a reason.

An Episcopalian Minister and a Presbyterian Minister were very close personal friends but very bitter theological enemies. They frequently met and wrangled long and hard about their theological differences. On such an occasion the Episcopalian arose and said, "Goodbye, John. We part to do the Lord's work, I in His way, you in yours." (Laughter)

I tell that story for this reason. I am sure there is a Lord's way, but I am equally sure that no one of us has a monopoly on the notion that our way is His.

I interpret what has been done here this afternoon -- to which I say to you very frankly I subscribe wholeheartedly -- as being nothing new. It is a clarification of what this Association has been for many years. It is acceptance of our historical role in the new setting of 1951 and years to come.

I promise you that I will do my very level best to see that the Green Light, which is all we have given this afternoon, to develop us, proceed slowly, constructively in the hope that as the years pass the leadership which we have today said we are willing to aspire to, will be accepted by those who are partners with us in the personnel field.

Thank you very much. (Applause)

PRESIDENT LLOYD: Thank you, Hurford, Bob and Blair.

... Announcements ...

PRESIDENT LLOYD: Gentlemen, we are dismissed.

... The Conference recessed at five o'clock ...

ANNUAL BANQUET SESSION

Friday Evening, March 30, 1951

... After dinner was served the Members were entertained by a choral group from Washington University. The Conference then reconvened at eight-fifteen o'clock, President Lloyd presiding. ...

PRESIDENT LLOYD: We want to express our genuine appreciation to this chorus from Washington University, and our appreciation also to Professor Jardine and Mr. Stein, their accompanist. (Applause)

I should like at this time to present the guests at this table. I had planned to start at my extreme right but our end man there has done a vanishing act as he has had to do it a number of times during this Conference, and I shall start at the extreme left and present Dean Garner Hubbell. I am going to ask that since our table is so elevated that we relieve our guests of the pain of standing and perhaps you will be able to recognize them from there. Past President Don Gardner. I won't mention his other titles. Mrs. Haack. Vice-President Vic Spathelf. Mrs. Compton.

I will skip two of these near the center here and go to my extreme right, now that Arno has returned. Our Host Dean from Washington University, Arno Haack. Mrs. Hubbell. Dean R. C. Beaty, our Vice-President. Mrs. Gardner. Our immediate Past President, Dean L. K. Neidlinger. Our President Elect, Blair Knapp.

And from this point on I am going to relax. It is the good fortune of Presidents of this Association to find themselves in the hands of strong men, men who are equal to any occasion. One such man, and one who has come into the hearts of all of us in a very real way, is our Toastmaster for tonight, Dean George Davis of Purdue. He has found his way among us in a most uncommon fashion, and I am delighted to introduce George Davis who will now take over. (Applause)

TOASTMASTER GEORGE E. DAVIS (Purdue University): President Wes, Chancellor Compton, Distinguished Guests, Ladies and Gentlemen: As I sat through the meetings of yesterday, I noted what I interpreted as considerable apprehension about one item after another, until this little poem came into my mind and kept going through my mind as the day went on.

"How is a fellow going to act?
 What is he going to do?
 And how is he going to do it
 When the world busts through?
 Ma says she don't know what we're coming to
 And Pa says he's scared clear plumb through."

Maybe I was wrong in interpreting the atmosphere as I interpreted it, but it seemed to me there are a good many counterparts of Pa in the audience. (Laughter)

As we sized up one situation after another, confusion seemed to lead to still more confusion as we moved from one area to another until I was reminded of the inebriated gentleman who decided to go home across the fields instead of down the lane. He shortly found himself in line with a worm fence. He crawled over the first section of the worm fence, and in a surprisingly short time he crawled over the second section. After crawling over seven or eight sections in rapid succession, he stopped and said: "This is either the dangdest smallest fields I was ever in, or I'm going at a terrible rate. One or the other."
 (Laughter)

As a matter of fact, the gloom seemed to be so thick that I was again reminded of the story of the boy who was asked by the geography teacher what the shape of the world was. For the moment he just couldn't remember what the shape of the world was, so she directed that he go home and make inquiry of his father and report the next morning. She called for his report the very first thing, and he said, "Whereas, he didn't like to say exactly what his father had said about the shape of the world, he gathered that it wasn't in very good shape." (Laughter)

So we come here to survey the awful situation in which we find ourselves and try to find some of the answers. Sometimes we try definitely and honestly to find the right answer. Sometimes we try to find answers that we think will be acceptable. (Laughter) And as a consequence, our answers get us into difficulty sometimes, as was true in the case of the man who was brought before the bar of justice. The judge said to the defendant: "What is your name?" And the defendant said, "First or last?" (Laughter) And the judge thought, "This is a smart aleck I have here I expect, but I will give him the benefit of the doubt." So he did nothing about it at that stage.

The next question was, "Where do you live?" The defendant said, "Winter or summer?" (Laughter) By that time the judge had made up his mind and said, "Are you trying to make an ass out of me?" The defendant said, "Silly or jack?"
 (Laughter)

Regardless of the kind of answers we seek, the conference technique seems to be the accepted procedure, so we have a conference. And all too frequently the outcome gives support to the definition of a conference, which I heard about the other day. This definition reads as follows: "A conference is a gathering of people who singly can do nothing, but who together can decide that nothing can be done." (Laughter)

The terminology used in this meeting is each year becoming more and more scientific and more and more unintelligible to me at any rate. (Laughter) At the Chicago Meeting last Monday, Ed Williamson introduced us to a new element which he described as "the valence factor." Yesterday afternoon he introduced us to "the vector factor." I am in real need of some benefactor, (Laughter and applause) who can set me straight.

I am about in the position of the man who came into a conference late one time. The discussion was clear over his head and finally he leaned forward and touched the gentleman in front of him and said, "What is this all about?" The gentleman turned around and said, "Well, they are trying to define the what-do-you-call-it. Until we get the what-do-you-call-it defined we cannot carry out the thingumajig. Hadn't you heard about it?" (Laughter)

He said, "Frankly, yes, I had heard about it, but this is the first time I have gotten any of the details." (Laughter)

After one of these super-scientific sessions I feel a good deal like the sparrow who had a date with a current flame. He had arranged to meet her in Jackson Park. He was a new victory as far as she was concerned, and she was quite anxious to look her verybest, so she took a long and careful bath in the lake. After she had taken care of her toilet she felt that she was all primped up, just looked as sweet as could be, and flew back to the appointed tree, found a very conspicuous spot in this tree and sat down to wait.

Well, the appointed time arrived and he did not show up and she waited and waited and waited. Finally when he did come in he was really a mess. His tail feathers were pulled out and he was completely disheveled. She said, "What in the world happened to you?"

He said, "I was up in Evanston in the morning and started down here in plenty of time. It was such a beautiful morning that going over one of those beautiful estates in Evanston I decided I would drop down to a lower level where I could see

things more clearly, and I got into the damndest badminton game you ever saw." (Laughter)

So with increased emphasis on the scientific, year after year I report to these meetings with more and more mixed emotions--which obviously leads me to my definition of mixed emotions. (Laughter) Mixed emotions are those emotions experienced by one who sees his brand new car with no driver at the wheel rapidly moving toward the edge of a precipice, with his mother-in-law in the back seat. (Laughter)

But we do get a lot of philosophizing done in these meetings. Of course, some of it reminds me of B.L.T.'s little bit of philosophy that appeared in his line a good many years ago, obviously, because it is a good many years ago since B.L.T. handled the column. A little anonymous poem entitled "My Paw."

"My Paw lives down in Arkansas
Where the Ozark Mountains is;
And he's got a horse and a farm and Maw
But they ain't none of them really his.
Because the farm's got a mortgage
And Maw owns the horse
And threatens to sell him
And buy a divorce.
And Paw says, 'Well Hell,
Hard work never won you no prizes."
So he just sits,
And philosophizes." (Laughter)

Occasionally we move up a notch above that so we are almost on the level with the boy who on graduation from the eighth grade got a present from his aunt Emma. The present was a pin cushion and he was not too enthusiastic about this particular present. In fact, he was so totally unenthusiastic about it he refused to acknowledge receipt of it. But his mother was insistent upon his acknowledging receipt of it and she kept at it until she finally got him down to write a letter of thanks. He told aunt Emma that he had received the pin cushion and a variety of other things, and among other things in the letter he said, "I have always wanted a pin cushion, but not much." (Laughter)

So, speaking further of philosophy, I would like to call your attention--and in doing this now, I am killing two birds with one stone--I would like to call your attention to a little philosophy which was enunciated by the Hoosier Poet. I hope you can subscribe to this philosophy wholeheartedly. The first little bit of philosophy is what Mr. Reilly called, "The Hired Man's Faith in Children."

"I believe all children's good,--
 Ef they're only understood
 Even bad ones, 'pears to me,
 'S jes' as good as they kin be!"

Now you cannot find any fault with that, try as you may. Nor can you find any fault with the philosophy put in his poem, "The Raggedy Man on Children."

"Children--take 'em as they run--
 You kin bet on, ev'ry one!--
 Treat 'em right and reco'nize
 Human souls is all one size.

"Jevver think?--the world's best men
 Wears the same souls they had when
 They run barefoot--'way back where
 All these children air.

"Heerd a boy, not long ago,
 Say his parents sassed him so,
 He's correct 'em, ef he could,--
 Then be good ef they'd be good."

Well, I won't need to draw the moral, I am relatively certain of that. (Laughter) Acceptance of this philosophy by a Dean of Students or by a Dean of Men seems to me to be almost necessary for the successful operation of a student personnel program.

Then there is another little bit of Mr. Reilly's philosophy that I want to remind you of that seems to me to have an awful lot in it, especially when we are trying to interpret everything in terms of its measurability, which he put in his little poem, "Uncle Sidney's Views."

"I hold that the true age of wisdom's when
 We are boys and girls, and not women and men,--
 When as credulous children we know things because
 We believe them--however averse to the laws.
 It is faith, then, not science and reason, I say,
 That is genuine wisdom.--And would that today
 We, as then, were as wise and ineffably blest,
 As to live, love and die, and trust God for the rest!

"So I simply deny the old notion, you know,
 That the wiser we get as the older we grow!--
 For in youth all we know we are certain of.--Now
 The greater our knowledge, the more we allow

For skeptical margin.--And hence I regret
That the world isn't flat, and the sun doesn't set,
And we may not go creeping up home, when we die,
Through the moon, like a round yellow hole in the sky."

And then, finally, now that Dr. Brown has addressed this group, you might be able to subscribe to the philosophy found in Mr. Reilly's "Hoosier Spring Poetry."

"When ever'thing's agoin' like she's got-a-goin' now,--
The maple-sap a-drippin', and the buds on ever' bough,
A-sort o' reachin' up'ards all a-trimblin', ever' one,
Like 'bout a million Brownie-fists a-shakin'at the sun!
The children wants their shoes off 'fore their breakfast
and the Spring
Is here so good-and-plenty that the old hen has to
sing!--
When things is goin' thisaway, w'y that's the sign,
you know,
That ever'thing's a-goin' like we like to see her go!

"Oh, ever'thing's a-goin' like we like to see her go!
Old Winter's up and dusted, with his dratted frost
and snow--
The ice is out the crick ag'in, the freeze is out the
ground,
And you'll see faces thawin' too ef you'll jes' look
around!--
The bluebird's landin' home ag'in, and glad to git
the chance,
'Cause here's where he belongs at, that' a settled
circumstance!
And him and mister robin now's a-chunin' fer the show.
Oh, ever'thing's a-goin' like we like to see her go!

"The sun ain't jes' p'tendin' now!--The ba'm is in the
breeze--
The trees'll soon be green as grass, and grass as green
as trees;
The buds is all jes' eechin', and the dogwood down
the run
Is bound to bust out laughin' 'fore another week is
done;
The bees is wakin', gap'y-like, and fumblin' fer their
buzz,
A-thinkin' ever-wakefuler, of other days that wuz,--
When all the land was orchard-blooms and clover,
don't you know . . .
Oh, ever'thing's a-goin' like we like to see her go!"
(Applause)

Now that I have completed that part, and I hope satisfied some of you who asked me specifically to do that, I shall move on towards the introduction of the principal speaker of the evening.

I am assured of your familiarity, Mr. Chancellor, with Lord Fischer's definition of "administration"; namely: "Intelligent anticipation of agitation." (Laughter)

I had a professor who taught a novel course one time-- a course of novel, I should say (laughter)--and he referred to the father of one of the authors which he wanted to acquaint us with, namely, the father of Charlotte Bronte. He had a very nasal tone, and I shall never forget his description of Charlotte Bronte's father. He said, "He always considered himself as a sort of satellite around whom the lesser satellites gyrated." Now, Deans of Men and Deans of Students are definitely in the lesser satellite category. (Laughter) And in their thinking they tend to assign to Presidents and Chancellors the role of the ant in the grasshopper and the ant story.

There was a certain grasshopper who had such a pleasant summer, had enjoyed himself so completely, that his thinking of not being able to live through a second summer was almost unacceptable to him. He advised with a variety of his friends to see whether or not there wasn't some way he could figure out how he could live through a second summer, but nobody gave him any help at all until he came to the ant.

The ant said, "Why, I think it is a very simple thing. All you need to do is turn into a cockroach for the winter." He said, "There is always plenty of food around the farmer's house. You can live up there. It is always warm up there. On bright days you can come out and get air. When spring comes you can change back into a grasshopper and that is it."

The grasshopper thought, "Well, why didn't I think of that myself?" (Laughter) And I may say in passing, that sort of thinking comes to Deans of Students frequently. (Laughter) So he hopped away a few hops, and then he finally stopped and turned around and said to the ant: "Wait a minute. How do I turn into a cockroach?" And the ant said, "I am an administrator. (Laughter) I work out new ideas in broad general lines. It is up to you to work out the details." (Laughter)

I had originally planned to digest what I found in "Who's Who" relative to our speaker tonight, (laughter) but in view of certain references made to "Who's Who" in the last 24 hours (laughter) I have decided to skip that. (Laughter)

We are all acquainted with Chancellor Arthur Compton's eminence in the field of science and education. For me to enumerate his accomplishments would be to gild the lily.

Ladies and Gentlemen, it is my distinct pleasure and privilege to present to you Arthur H. Compton, Chancellor of Purdue University. (Laughter) Pardon me. I am sorry. I meant Washington University.

... The audience arose and applauded ...

CHANCELLOR ARTHUR H. COMPTON (Washington University): Mr. Davis got us off to a good start. (Laughter) I suppose it is hardly necessary to say to this accumulated group of Deans and Advisers of Men, to remind them of the old story of the fact that the Dean is the man who does not have enough sense to be a professor, but has too much sense to be a college president. (Laughter) I think that perhaps puts you and me in the appropriate relationships. (Laughter)

But as Mr. Davis was reviewing the philosophy of our Arkansas artists and various others, I could not help but wonder whether perhaps the difficulty of the philosophy of the man who just "set and philosophized" wasn't perhaps that his philosophy was something like that of the young man who said:

"Damn, I wish I were not what I am,
A creature that moves in determinist grooves;
In fact, not a bus but a tram." (Laughter)

For I suppose that those of us who find the current days, the present times, so very difficult that we can see nothing but bad times ahead, are those who feel that we are in grooves, determinist grooves and that we cannot do anything about getting out of those grooves. And perhaps in this day when our young men in our colleges are up against problems that they must decide, personal problems that will not wait, and they find a world that is itself confused, one of the things that they need to know most of all is that basic philosophy that they are not a tram, but a bus. In other words, that they can go where they want to go; at least where they want to go has a great deal to do with where they will go.

In other words, that a goal, a purpose, something that they want to achieve is in the long run the biggest thing in their lives. And so, perhaps at a time when we are getting together and asking ourselves, "What is it that we should do at this time in our colleges?" I wonder if there is anything that is

more important than for us to remember that these boys and the girls too in our colleges need to have in front of them something that seems worth doing, and that the goal of their life is the thing that counts.

I am reminded of a comment that I heard President Eisenhower -- or should I call him General Eisenhower -- say early this last fall, bearing on just one of the decisions that the boys have to make. He said: "It is hardly short of criminal to send a young man to fight and perhaps to die without giving him a chance to understand why his fighting is important."

That comment was one that emphasized to me how important it is that we hold before the young men whom we are guiding the importance of a purpose.

Arnold Toynbee puts it somewhat this way in one of his books: He points out that the thing that determines above all else whether civilization is going to survive is whether the people who compose that civilization retain an ardor for life. He uses the French phrase "elan vital"-- it alone, that antelope, the vital jump, bounce, the ardor for life.

And what is it that makes that ardor for life? I don't know that there is anything that is as important as that one sees that not only one's own life is important, but that it is vital that the whole social order of which one is a part keep going strongly in order that people may have a chance to grow to their best; that each person sees the importance that his life be useful.

That brings me to the question of what we are trying to do in our education. There are many different ways in which that can be put, but I like to take a very broad view of what our purpose of education is, and it seems to me it is something like this: To give our students an opportunity to make themselves as useful and desirable as they can be to themselves, to society, and to God.

Now, let's look into that a bit. "Useful and desirable to yourself," obviously. If you are not that living has not any point. "Useful and desirable to society," yes. If you are useful and desirable to society you find that life has a point to it, your eyes can begin to glow; and if you are not useful to society, you feel that you have no place, if society does not want you.

We have a good Anglo-Saxon word that ties together usefulness and desirability, we call it "worth." We want to make our lives of worth to ourselves, to society. But I added also, in my phrase, "to God." My reason for putting that in was several-fold. One is that it is a part of our good old western tradition, and particularly of our American tradition, that we should be of value to our God. It is an essential part of the basis of the social order in which we live.

Another reason that I put that in there was because -- again going back to our friend Arnold Toynbee -- Arnold Toynbee points out that the thing that gives this ardor for life has to do with the basic drive that pushes you along, and that that basic drive is your religious drive. In our society that religious drive is merely a thiestic one. We mean by our God -- at least this is basic for the majority of Americans in forming the society which we call the American democracy -- the Father to whom men and women can be as His children, and in working toward making life worthwhile we are sharing with that God the effort to make the world that He would have. Thus one becomes co-workers with his God, and that gives a significance to life that is of a supreme kind that gives meaning.

I suppose that those basic ideas are a part of what has made our nation the great nation that it is. It is part of our American tradition, part of our western tradition, and as long as we retain that feeling that life is important and that it is of real importance that we do our part, so long we feel the urgency to make our own lives count.

Well now, that is the kind of thing that our boys need to know. It is the kind of thing we are apt to dodge in our discussion with the boys. We don't get it very much in our courses, and lots of the student activities and curricular activities that we have are not aimed in that direction, or at least are aimed only indirectly. But our boys, as we well know when we get to talking with them (though they may be light on the surface), if you get right down to them in the bull sessions you find that they have some very deep thoughts going on in their minds, and it is "What is the purpose of my life?" that is always basic in their thinking. They want to know, and there is a place that we can have some effect in our guidance.

They need to see that the important thing is that their lives shall be useful -- useful to themselves, to their fellows and to their God. Then they will see that life has a purpose. They will have their own purpose and their life will take on a

meaning if they get that feeling of a need for usefulness. They will be ready to do the hard task of going through the training and preparation to make themselves useful, and of course that is their bread-and-butter task when they are in college. It is their bread-and-butter task if they have to go into the army.

I have been rather interested to note that this idea of usefulness is something that comes along characteristically with a highly organized society, such as the one that we live in at the present time. We live in a society where each of us depends upon others, and we cannot live unless we get from the others most of the things that we live by. Well, we jolly well know that we are not going to get those things unless we do our part in giving to the other person our share.

So it is clear that we, in this specialized, highly organized society, must do our part. Well, the only person who is going to be happy in that kind of world, is the one to whom the desire to be useful to his fellows is an inherent part of his life. Then he will enjoy living in that highly organized society. It is that kind of person who is adapted to living in the civilization of the modern time.

Perhaps it has always been true, but it is more true now than it has ever been before that usefulness is the prime requisite of life in an organized society. And the desire to be useful is therefore the central motivation that we have.

I like to compare this idea of usefulness with the accompanying purpose and meaning that they give to life with other triads that have sometimes been put forward. Take, for example, the power triad. You say, "I want power, friends and security." Take Dale Carnegie, for example. He would say, "How to Make Friends and Influence People", the influence of people being the power, and the friends in that case presumably being the people who will willingly do the things you want them to do for you, and thus he will get his security.

It is very like the Russian picture. Russia would make itself powerful. It means by "friends" the nations that will do what it wants them to do, and thus it will attain its security.

I was reminded, as I was thinking of that triad, of one of the old stories of Herodotus. I happened to be re-reading it the other day. Herodotus was telling of a conversation between Croesus and Solon. Croesus asked Solon who was the happiest man in the world. He thought, after having shown Solon all of his

wealth and riches and the grand palace that he lived in, that Solon would say, 'Croesus was the happiest man.' Solon did not make that reply. He mentioned several other persons, not even mentioning Croesus as one of those who might be happy. Croesus asked him, "What is the trouble?" Solon pointed out that you really do not know what makes a man happy until you find out whether he has done his part for others, enabling others to live. He pointed out likewise that even such things as dying a glorious death for a noble cause was a part of a happy life.

Now, Croesus did not believe that at that time. He learned it the hard way when he himself was conquered by Cyrus and found himself a slave. There is the story of the power, the friends (the allies) of Croesus, and the security that you get in that way.

You cannot get it that way, but you can get it by working for making the lives of people better, and that was the story of Solon.

Then you take the idea that I suppose many of our students will have. They want health, wealth and happiness. Those are good, you know. They are high goods. Health, wealth and happiness. Usually, in that triad, one thinks of happiness as the kind of happiness you go out for directly, the enjoyment of comforts and luxuries; and the health and wealth, you can work for. But the difficulty is that, as we see around us so frequently, those things do not bring happiness. They bring everything else but.

And then you have the idea that Mr. Nehru suggested in one of his books and he was telling me about it not long ago, that you look for -- how did he put it? -- truth, beauty, freedom, the esthetic pleasures. Truth, beauty and freedom -- those are lasting values and, as he properly pointed out, they give meaning to life.

Or you could look to the spirit, as St. Paul did -- faith, hope, brotherly love. And there are things with which you can live and make life worthwhile.

But if you go through those and ask yourselves, 'What is the essence of those various different things that really counts?' that you really will say is good, doesn't it come pretty close to the idea that you want to be useful and desirable, that you want to make yourself of worth to yourself and to your fellows and to your God? If you do that, you have these things and your life has a point.

Well now that is the kind of thing that, as I see it, education is for. Education is to give men and women an opportunity to make their lives of worth. We can't make their lives of worth, but we can give them an opportunity to make their own lives of worth.

The thing that we need to do then is to show these young fellows, here's the point: First of all, you need a goal. That goal is needed really for them in order to guide what they are going to do. They have to guide themselves.

I am reminded of a story that, during the last war, I happened to be associated with General Groves and in the midst of our discussions one day he said to me, "Compton, you darn scientists don't have any discipline." I said to him, "General, what do you mean?" He said, "You don't know how to take orders and give orders." I thought a little bit, and I said, "Well, General, I think you are right. We don't know how to take orders and give orders, but a scientist has to have a different kind of discipline." I said, "After all there isn't anybody who can tell a scientist what to do. Nobody else knows what a scientist should do. He has to figure that out for himself. And when he has found out what he should do, he has to have the kind of discipline that will make him do what he needs to do when somebody is not there to tell him."

Well, the General did not come back to that one. He cogitated on that a long time.

But you see, that is the place where any free man finds himself. Ultimately he has to make the important decisions himself. And he has to have a guide, a guide within himself that can tell him whether to do it, and that guide is primarily the goal. I am suggesting that that goal is the goal of making himself of the maximum possible usefulness, and therefore the maximum possible desirability, the greatest worth to himself, to his fellows, and to his God.

With such a goal, consider the problems that he is up against. There is the military problem, a very tough problem in these days of conflict, and one can see that if there really is an importance to life, an importance to having men's lives become as well developed as they can be, to become the best that they can, then what that tyrant of a communist-Russia would do in blocking the possibility for development of men's lives is something against which we must defend ourselves. We must defend against the Destroyer, and one's part becomes important, if one does his part in that defense.

Or take the economic problem. The great task of meeting the economic needs not only of our own nation but also of a considerable part of the rest of the world, and meeting them amply so that we will become a strong society, a strong civilization -- if one has borne in on him the importance of men and women and that "I can become useful in helping them to develop their own lives", then the urge to do one's economic part is there. And the urge will be strong enough to make a man take that tough training that is needed in order to do his part effectively.

I recall that second of December in 1942, when I saw the first atomic chain reaction. That chain reaction occurs when a uranium atom catches a neutron, it bursts with a blast of energy and it sets off a couple of other neutrons, and one or more of those neutrons is caught by another uranium atom, and that in turn bursts and radiates other neutrons which are caught by other uranium atoms, and so the chain reaction goes.

Here is the start of a human chain reaction. The neutron is replaced by the idea of a goal, a worthwhile goal, a goal to make one's life useful. And as a person gets that goal and takes it into himself and determines to make his life useful, he radiates that spirit to the next man, and he will catch it, and so on. You have started a human chain reaction.

The strength of our society depends upon that kind of a chain reaction being a part of our lives. It is thus that you get the ardor for life which gives the drive that will give the lasting life to our social order.

But there is an aspect of that atomic chain reaction which also has its counterpart in the human chain reaction. There are certain atoms (cadmium is one, iron is another) which will capture a neutron but will not emit any more neutrons after they have captured one. Those we call "poisons" and those are the fellows that would be happy to get from society all that society would give them, but are not concerned with giving anything to society in return. It does not take very many of those poison atoms in an atomic pile to stop the chain reaction.

Precisely that is the situation of our society. The life of our democratic society depends upon the passing on of this urge to do our part from man to man and not having too many who will serve as poisons, taking but not giving. There is your negative poison which, if too abundant, will stop your chain reaction.

I would put the chain reaction as an essential part of that religious drive, or, if you wish, the religious drive as the central thing which makes the radiation possible, which makes one a live, radiating unit in that chain reaction.

I recall a conversation I had with a young G. I. back in 1946, just as he was being mustered out of service. He was wondering where he was going. After we have won that war, what is it that we are going to do? Aren't we going to do something about it? And I said, "Isn't it just as simple as this: what we want is a chance for every one in our society to have a chance to do his part. And if we make that kind of a social order, it will be a strong society and, what is more, life will be worthwhile for all of us."

Well I have watched that young chap's career from then on and he is trying to do his part to make our society one in which every person can have an opportunity to do his part.

If you can get our young men to get the idea that there is a goal, a worthwhile goal, for themselves, a goal to make their lives as useful as possible, we will have done our part as advisers to these young men, we will have done our part in giving a meaning to their lives, in making our society strong, and I think that we will have done a lasting part in making our own social order endure because we will have given the ardor for life -- the ardor for life that comes with a purpose.

... Prolonged applause ...

TOASTMASTER DAVIS: Thank you, Chancellor Compton, for that most inspiring message.

Now that I have named a new President of Purdue (laughter) without even consulting with the Board of Directors and Trustees (laughter), I think you can consider me in the market for a new position. (Laughter) Will Fred Turner's secretary please note and add my name to the list. (Laughter)

With more alacrity than you think, I turn the meeting back to the President. (Laughter and applause)

PRESIDENT LLOYD: We express our genuine appreciation to George for what he has done for us tonight, and at the close of one more annual banquet, we bid one another goodnight.

... The Banquet Session recessed at nine-twenty o'clock ...

SATURDAY MORNING SESSION

March 31, 1951

The Convention reconvened at nine-fifteen o'clock, Dean R. C. Beaty, Vice-President, presiding.

CHAIRMAN BEATY: Gentlemen, if you will come to order we will start here this morning.

We are at the Reports of Conferences, and I am going to ask that the Chairman or the Recorder of each of these twelve sections come to the front here and sit at the front so we can see who they are and find out who is going to report.

I believe it was the responsibility of each section to decide who is to make the report for the section. We will start with Conference number 1, Section 1.

DEAN JOHN W. LUCAS (University of Omaha): Mr. Chairman and Members: The recorder we had for this particular section was very able. He left me eight pages of notes which I had to further digest because I am sure you would not want to listen to all of that. So I tried to pick out certain things that I thought you might be interested in. We are indeed indebted, however, to Dean Willhite of Knox College for preparing such a fine report. And, also, I would like to add my personal appreciation to the fine interrogators that were assigned to that Section. We had a wonderful time.

There were 44 Deans present, and they all seemed to be very much interested in the problems which Dean Williamson set out for us to discuss. I will try not to take too much time but mention a few things about each of the problems. I think perhaps that would be the best procedure to follow.

If you will recall, the first problem which Dean Williamson set out was in connection with the source of authority in determining the content for a student personnel program. We had some discussion about responsibility and authority, and we found that 35 out of the 44 Deans present reported directly to the Presidents of their institutions. In some other instances they reported through an academic Dean. There were some there who were Assistant Deans reporting through their Dean of Men or Dean of Students.

We had an interesting discussion about Barnard's philosophy about philosophy and authority, particularly with reference to authority. One Dean pointed out that according to

Barnard's philosophy in the functions of the executive, that the authority really came from those over whom we had supervision--meaning, of course, in this case, that the authority came from the students. That is one interpretation. We tossed that around a bit.

The Deans were quite sure that we were responsible to our superiors, but if our programs were going to function and operate as we hoped they would that we had to seek the cooperation and help of the academic Deans, the faculty, the students, the parents, the alumni, the citizens of the community and all those with whom we worked; because irrespective of where our authority might come from, unless we were successful in operating that program that authority did not amount to much.

One particular point, as an illustration in the assignment of functions to the Personnel Dean's Office, we considered the academic deficiencies and delinquencies. About half of the Deans, or roughly 15 or 16, suggested that in their institutions the academic Deans were primarily responsible for academic delinquencies and deficiencies, and in other instances they were handled by committees, or handled by the Deans themselves. But in all instances where disciplinary action was involved that function usually rested in final authority with the Personnel Dean.

In connection with probation we found an interesting point which seemed to be creeping into the discussion. Students who were not doing very well academically and who might normally be placed on probation and thereby restricted in their activities, the suggestion was made that after all if we are going to treat these people as young adults perhaps we would accomplish more by counseling with them and pointing out to them what their problems were and getting them to see the need for improving their academic proficiency and accomplishment, but continuing them in their extra-curricular activity programs. The suggestion was that perhaps that might be the best way to help them grow up; through counseling rather than too many restrictions we could accomplish the objective

I suspect the general conclusion on that first question was that any good administrator or a good Dean, in order to get the job done, irrespective of what his authority might be on paper, he had to get the cooperation and support of all those with whom he worked for that program.

A word or two about the second question, which you might recall as being that the program cannot remain constant, static, yet at the same time, we had to do our work for today and plan for tomorrow; involving the concept of anticipation of what might come in the way of social change, economic change, technologic change and so on.

To use as an illustration there, what is happening to mandatory chapel or assembly, as you might call it? The requirements vary with the different institutions, of course, but there is ample evidence of relaxing requirements. Some are now using point systems--not necessary to go to all chapels or assemblies, just so long as you go to certain ones, making it possible for a student who objects to going to a religious service to make up his points in a non-religious service or a secular activity.

Some of these changes have been brought about by the veterans coming to the campuses; by the difficulty of providing interesting and helpful programs that students would readily accept; by objections of students that faculties do not participate in their attendance at chapel. Another evidence of a change of philosophy there is the easing up of penalties. While it is true that some schools still suspend or place on probation, there were others who were much more lenient by adding credits to graduation or giving warnings, so that a student might remain in school longer and still adjust himself to the chapel requirement.

At this particular point it did seem that perhaps there is a change taking place among the colleges of our size with respect to mandatory chapel, and that perhaps sometime in the future--maybe not too near--that whole program would be changed considerably.

There was one strong point made for chapels and assemblies and that was in connection with a good line of communication to all the students; getting them all together occasionally, helping to build a spirit of unity and group loyalty as well as communicating to them certain things that they ought to know about.

The Deans in planning today and planning for the future, at least in our smaller groups, seemed to be concerned with the many duties that they do have and they did not find sufficient time during the week for reflexion on present programs or planning for future programs either for themselves as individuals or for staff conferences. It was urged that we all try to set aside a certain amount of time each week for reflection and consultation with our staff members.

The next question which Dean Williamson presented had to do with maintaining the personal, individualized touch as opposed to a mass approach to personnel problems. This question did not really bother the Deans of the smaller colleges too much because they felt they had little difficulty in maintaining that close touch. They did suggest certain things as an institution where all the members of the faculty, staff, Deans, etc., might help to maintain a closer touch with the students, suggesting such

things as using instructors at the freshman level to do the counseling at the freshman level. Using early registrations, like spring registrations, where we would have more time for counseling than in the rush period in the fall. The use of freshmen seminars throughout the year, conducted by the freshmen counselors, on problems pertaining to the students' adjustment in college, and his vocational choice, etc. Using faculty advisors in connection with outside activities. One point was made which was particularly helpful, in using senior leadership students as counselors for new freshmen; the idea being trying to give the student the idea of belonging to the group so he might become more quickly adapted to his college environment.

An interesting sidelight to this was a couple of Deans mentioned that in the pressing times for reduction of budgets that probably some of their staff might have to be dismissed, and if in the future when they had an opportunity to rehire, they were going to make certain that they would employ better qualified people.

I thought a point which was made that seemed quite apropos for this group, at least, was they seemed to take counseling situations as they found them without trying to force or bring them about. A student might be talking about housing, or placement or an extra curricular activity, and the Dean would take advantage of the interview to elaborate and extend that opportunity to do the counseling that he thought needed to be done.

There are 16 of the Deans who carry teacher responsibilities, and in their opinion they believe that helps them to get a better understanding of the students' academic problems and makes them a little better able to understand the whole student problem.

Our good friend Dean Hubbell gave us this suggestion as to what a Dean might keep in mind, and goes something like this: That a good Dean is one who keeps growing and developing all through his life and at no point does he slow down and rest on his laurels. Also, that a good Dean is one who loves to work with his students, and without that kind of love he might not get the things done that should be done. He might not get the kind of cooperation and support that is essential for carrying on the program.

The next question which was presented to us for discussion was the developing of a program which might formulate the patterns of mores, school spirit and so on. We mentioned the usual things like class organizations, group projects, intramurals, extra-curricular activities, attempting to humanize the staff and faculty relations with the student; the idea being, I believe, that spirit and loyalty and cooperation is not something that you can say,

"We will do it tomorrow." It is something that is an evolving proposition and takes place over a long period of time; and you can develop it by showing that the school has an interest in the student as well as trying to get him to express a strong interest and loyalty for the institution. In my judgment, Chancellor Compton expressed it very well last evening. Of course, I don't know how we could instill goals in the minds of our students if we as Deans do not have in our mind the goals of our program.

Another point on the student participation in formulating and operating the program: We mentioned several things which many of you perhaps already have in mind such as the orientation program, student participation--we don't like the word "orientation" very well, but you know what we mean by it--the use of students on chapel committees or other committees; either all student committees or faculty-student committees.

There seems to be an increasing number of Deans using student-faculty committees for extra-curricular committees in connection with student courts and things of that sort. Honor systems are quite common in this type of activity. Use of student evaluation programs of faculty members, teaching techniques, course content and so on.

It was a particularly helpful thought, I think, that came to some of us after the meeting was over that the major emphasis placed by the Deans in the smaller group was on the normal student, not on the abnormal student who is getting into trouble and causing problems for us, but rather on the normal student. They seemed to emphasize that we should try to assist the student to try to find himself and to function as a young adult in making decisions and accepting responsibilities, pretty much on an informal rather than on a formal and planned basis.

I think that the group had a very helpful and interesting time. (Applause)

CHAIRMAN BEATY: I want to call attention to the other reports that we here that we have a deadline of eleven o'clock and we started thirty minutes late and we have about six or seven more reports. We will hear from the next reporter in Group II.

DEAN WILLIAM A. MEDESY (University of New Hampshire): I am reporting for Group II with institutions having enrollments from 1,500 to 5,000 students. We discussed three topics. The first was the administration of religious affairs, and our discussion was started by someone raising the question: "What should our attitude be on tax supported campuses in connection with religious affairs?" There was agreement among the Deans that religious affair

were a part of the total life of the student and that institutions should do all they could within the framework of the institution to permit students to organize their religious affairs in order to satisfy needs.

Now, as to techniques, there was divided opinion that the YMCA, YWCA organizations were effective as units to sponsor religious activities. On some campuses the YMCA organization was very effective. On others, it was not so effective. It seemed to be a question of whether or not the institution had a full-time resident secretary. Where there was a full-time resident secretary the program seemed to work much better than in other cases.

It seems that most institutions provide office space and assembly space for religious organizations, and many institutions operate through a religious council to coordinate religious activities. Most institutions have Religious Emphasis Week, which seems to be working quite well.

The second topic we discussed was the direction being taken by student personnel organizations. We conducted a poll and discovered that out of 44 Deans present, 14 were Deans of Students who reported directly to the President; 19 were Deans of Men and had their counterparts of Deans of Women who reported to the Presidents. Eight institutions had all three Deans, the Dean of Students, Dean of Men and Dean of Women, reporting directly to the President. There was agreement that the Dean of Students should be the individual to report to the President, and subordinates such as the Dean of Men, Dean of Women, Director of Counseling and so forth, should report to him because the Presidents are busy people and the subordinates would find the Dean of Students perhaps having more time and certainly being more sympathetic with his immediate problems than the busy President.

We learned that 11 of our 44 Deans taught classes and felt that that was a very fine contact to have in the furtherance of their work.

A question was raised on what to do in the case of the President being the coordinator of the various departments of student personnel administration. The suggestion was made that the President be asked to appoint a committee with its own chairman to make policy and relieve the President of the responsibility for coordinating student personnel programs. All of us agreed that coordination was very important and that to operate as individuals, such as Dean of Men, Dean of Women, Director of Placement, and being responsible directly to the President was not an efficient administrative practice.

Our third point was on orientation programs. There was agreement that students once again are younger and their problems are different than they were before the war; and that our students are not really college students until they have completed the freshman year, and that there is a great deal of important work to be done during the freshman year, not only in connection with orientation week or freshman week, but that a program of orientation should be a continuing process, at least throughout the freshman year. Subsequently, a good advisory system through the college through faculty advisors, plus whatever assistance the counseling service or all the services can give the student, is certainly worthwhile in the development of the student.

It appears that the biggest problem is the assignment of qualified faculty counselors. It was interesting to note that on one campus the student personnel administration has the function of appointing faculty advisors from the various colleges, and these people have the right to transfer a student from one college to another college.

However, the question was asked about the training of these people, and we learned that they were not receiving training. And then the question was asked about whether they receive any compensation--extra compensation--and it turned out that they were thinking about lightening the academic loads of these people. Certainly we feel that whoever the counselor may be, be he an academic or a non-academic counselor, he should be an individual who has both an interest and some training if he is to do an effective piece of work in giving assistance to the officials who are in charge of the program of student personnel work. Thank you. (Applause)

CHAIRMAN BEATY: Let's have the report of Group III, Conference No. I.

DEAN OTIS McBRIDE (Florida State University): Mr. Chairman and Gentlemen: The brilliance I am about to pour forth I am merely reflecting because Broward Culpepper was the recorder and he had to leave. Our Group launched into the discussion with a fervor that indicated early that each member could hardly wait to hear what he had to say. (Laughter) It is a little like the cat who ate a piece of cheese and breathed down the mouse hole with bated breath. (Laughter)

The Group began its discussion with the Chairman, all of the discussants and 43 members of the Convention present, and not one of them had ever heard of the ninth beatitude which goes: "Blessed be the man who has nothing to say and cannot be persuaded to say it." (Laughter)

Five topics were agreed upon for further consideration, and we did all of them except four. (Laughter)

1. Student participation in the area of personnel.
2. Who shall set policies in the personnel area?
3. Who shall have final authority in personnel work where referrals are made to specialists such as psychiatrists?
4. Desirability of outlining responsibilities in the area of personnel in written detail.
5. Administrative organization which is most desirable and most effective.

There is a story of a Negro preacher who came to church one morning after considerable absence and said to the congregation "Brethren, my cold is much better. I would just as soon not have any more cough drops in the collection plate. A little change would do me good." (Laughter)

There was no reluctance to call for change. Topic #1 was considered first because of general interest, and much participation. Time was largely consumed on this subject. In fact, we nearly killed it. (Laughter)

Student participation on faculty policy committees in student personnel. Representatives from many institutions indicated procedures followed on their own campuses. Among others, the University of Florida, in the person of Brother Ben Boldt, has student participation on orientation, placement, scholarships, intramurals and revision of rules and regulations governing student life.

Georgia has student representation on the student affairs, orientation and student activities committees.

Stanford--"Doodles" Weaver's institution (laughter)--a student-faculty educational commission composed of six faculty and six students, is studying and evaluating various phases of campus life. After study of the program of general counseling major revisions are in process. A plan for faculty rating is now being studied.

Nine institutions represented are dealing with faculty rating by students. Eighteen institutions represented have students participating on disciplinary committees. Texas A & M reported they have equal student-faculty representation on committees dealing with student life.

A representative from Nebraska urged that there be broad

faculty participation in counseling of students as well as student participation. He felt this needed to be encouraged by administrators.

That is a little like the bell boy who came in and reported to the desk clerk that there was a man up in room 361 who had hanged himself. The clerk said, "Well, did you cut him down?" He said, "No sir. He ain't dead yet." (Laughter)

We almost polished that one off, but finally left it and went on to #2. (Laughter) Student participation in counseling activities. A number of institutions are using students in carrying forward programs of counseling. Ted Baldwin, Cornell, selects 40 students from some 250 applicants for counseling in residence halls. These students are carefully prepared by orientation sessions and are most helpful to the staff in referrals, handling lonesome cases, spotting psychiatric cases and so forth. Students who are satisfactory serve year to year and receive room.

We defined our terms as we went along so there would be no doubt about exactly what was meant. For instance, it was pointed out that a psychologist is a blind man in a pitch dark room groping for a black cat; whereas, a psychiatrist is a blind man in a pitch dark room groping for a black cat that isn't there. (Laughter)

Woodruff of Kansas has a system similar to Cornell. Emphasis is laid on how to teach students to make referrals. Students receive no pay, feeling that it is just enough to be extended the privilege of living in Kansas. (Laughter)

At Tennessee, students largely operate residence halls. A student operated laundry contributes profits to the dormitory fund. On a show of hands, the large majority of institutions represented provide remuneration to students assisting in counseling--room or otherwise.

At that point we considered breaking up and playing Canasta a while having run out of the few details that Mr. Williamson gave us to discuss. (Laughter) It was pointed out that change and reform should be accepted with some care, and one person brought up the sad case of a man who had decided to reform, showing how it could lead into trouble if you were not careful with it. The first week he cut out cigarettes. The second week he cut out liquor. The third week he cut out women. And the fourth week he cut out paper dolls. (Laughter)

In conclusion, the Group strongly favored increased student participation in counseling. The representative from N.S.A

who was sitting in on the meeting, stated that he believed students can make valuable contributions in all phases of university and college life. He stated that as students receive more opportunity to participate they will contribute more to university and college policy. He urged the further development of ways and means of student participation.

Recommendations--and we really worked up some on this. The representative from Akron suggested that plans be developed:

1. For exchange of information covering good programs and practices in institutions over the country.
2. For bibliographic listings on various phases of student personnel services.

This idea was well received by the Group, with many making suggestions for implementing the idea, and general discussion by Missouri, Auburn, Washington University, Florida State University and others. It was agreed unanimously that the following recommendation would be made to the Executive Committee -- and I think that has been extended through other channels. That it examine the possibility of establishing some type of information exchange and that a plan be put into action after carefully exploring possible procedures.

The time allotted having been used up, the Group agreed to divide itself into four informal sub-Groups to discuss the other topics of interest not covered in the meeting.

I trust that if you do not remember all the things, that you will forgive a few interpolations here and there. (Applause)

PRESIDENT LLOYD: I am glad that this announcement comes after Otis' paper, rather than before it. In our general schedule of events, if we meet anywhere the necessity that we must meet this morning, it will be necessary for us to be through with this part of the program by ten-fifteen. I don't know whose report comes next, and therefore, I feel a little bit comfortable in making this announcement. But, gentlemen, if you could leave with our recorder your paper--if you could just cut through your reports to give us a few skeleton sentences, outlining it very briefly, and then leave your papers with our reporter, we will then be able to adhere to our schedule. Thank you.

CHAIRMAN BEATY: We will have report number four, Conference No. I.

DIRECTOR GLEN T. NYGREEN (University of Washington): This makes my job easy. Large schools had even greater difficulty

than Dean McBride's section. Under Tom King's very excellent leadership we started out on topic number one. We half finished it when our section was over. There are just three items that I think are worth reporting at this late time.

The first was the last one -- we got talking about the Dean of Women or the top woman administrator. There appeared to be agreement that a woman might without great difficulty be the senior member of a senior personnel staff if she were a competent and mature person. I won't defend that statement any further than that.

In discussing student personnel records, housing requirements, scholarship awards and so forth, we had brought before us the point that the use of students in administering these various programs is a leadership development and educational item and ought to be included.

Dean Stone suggested the concept, instead of a straight administrative decision, the use of a community council as a technique for dealing with total problems.

Don Mallett, of Purdue, when we were discussing the religious activities, which dominated most of our discussion, pointed out that our responsibility for religious activities goes beyond the church and involves other program content as well; and he discussed at some length the Old Masters Program at Purdue.

As a Green Ribboner--whose Green Ribbon has been deposited in the receptacle for all your ribbons and badges outside, at the request of your Secretary--I am reminded of my initiation into another huge personnel organization, known as Uncle Sugar's Navy. There were about 300 of us gathered one day in a room about twice this size, euphemistically known as the library because there were a half dozen books in the corner, to fill out some record forms. We were in charge of an old salt, 37 years duty in the service, who gave us just one instruction, which was to fill out every blank.

One youngster had to ask a question, of course, and after a few minutes silence, broken only by the scratching of pens, he raised his hand and said, "Did you say to fill out every blank?" "That's right," growled the old salt.

The boy said, "There is a blank here called 'Religion'." This gave the old salt the opportunity he wanted, and I shall never forget the rasping way he said, "What do you mean you ain't got any religion. Everybody in the navy got a religion. If you ain't had one before, you have one now. Fill 'er out." (Laughter and applause)

CHAIRMAN BEATY: President Wes has mentioned a limitation of time. We turn to Conference No. II, and we will divide this time up at about two minutes each and I think we will get through. We will hear from the first reporter in Group I in Conference No. II.

DEAN LAURENCE C. WOODRUFF (University of Kansas): This report was prepared by Don Parks of Toledo. Our Group centered its discussion in the framework set for us by Dean Erich A. Walter, recognizing that as public supported institutions we had in addition to our responsibility to our students and to the parents of our students a responsibility to the public.

We discussed student participation in government of campus affairs in general, coming to the conclusion that there was a tendency on campuses at the present time for decentralization of student government into such units as independent dormitories, and other sectional areas.

The development of successful student courts and disciplinary committees was discussed at some length with the conclusion that students in general were developing a mature attitude of mind toward such matters and could be given far more responsibilities in this area.

This led into a lengthy discussion as to the responsibilities of our offices in the matter of notations on the permanent records and in contrast to the open records kept in our files and our responsibilities to the student and to everyone in the matter of the confidential nature of these records.

In general, the Group was about equally divided on a procedure here which would ultimately leave as few scars as possible, as contrasted with a feeling that the student makes the record; we only keep it, and that a record is a record. The final conclusion was that schools in general should be more honest among themselves as to the notations on transcripts for the transfer of students who have been disciplinary problems.
(Applause)

CHAIRMAN BEATY: We will now hear the reporter of Group II, Conference No. II.

DEAN JUAN REID (Colorado College): Mr. President and Members: I will try to speed this along and try to hit the high spots of what we discussed because we were given general areas by Dean Walter and it covered practically everything in the function of a Dean's office.

I think the most important thing, as far as our extra-curricular activities that was brought out was the fact that it is impossible to drag a person into an activity unless he really has some genuine interest. The main thing is to provide the program to attract the person, and you cannot, unless you have a very attractive program, get many of these young men into certain extra-curricular activities.

In student government we stressed the point of the proper orientation for student government. There is a tendency on the part of new student leaders coming into office to be not properly oriented. There are several methods being used, such as campus workshops, and training periods where the old leaders train the new student officers.

Well, in student discipline there is definitely a trend toward more student participation on disciplinary commissions. It was pointed out definitely that the Dean of Men cannot escape his disciplinary duties. Where before he was a prosecuting attorney, now he acts as a judge advocate, and he is now the defense attorney as well as the prosecuting attorney.

Our Group brought out one pertinent point, that many of these students objected to the fact that the application form had what they thought were discriminatory questions. There were questions brought up in regard to the race factor. One particular point was made by the University of Southern California man in regard to this, that they have a great number of Mexican students coming in there, and many of those students would score low on their entrance exams simply because they are not familiar with the language, and they might not be admitted because of that low score although their actual ability might be high enough for them to enter. So, many times those questions on the application form may be beneficial to the student. I think that was pertinent. We have no right to discriminate on racial and religious grounds, and we do not have the right to deny any group the right to organize on grounds of common interest.

On the idea of student participation in policy making committees, we found that there was only one school in our group that had an all student committee as far as discipline was concerned. We found that in most of the institutions only those committees dealing with extra-curricular activities gave students much control; and in most institutions where there was any real policy making done in which students sat on the committees, they were asked into the committee only to get the student viewpoint.

In our discussion on the subversive groups, I think we all agreed that all the information should be available to the

federal agencies, such as the FBI and State Departments and so forth; but we should be careful what we do give to the private agencies.

One other point was brought out on this: The fact that we have to be very careful in this sudden emphasis on racial discrimination and other discrimination, the fact that there are certain Communist leaders on the campuses who will tie into that and make an issue of it because it is fertile ground for them to work.

I think those are our main points of our seven general areas. (Applause)

CHAIRMAN BEATY: We will now take Group III, Conference No. II.

DEAN JAMES A. DICKINSON (Carnegie Institute of Technology): Despite the excellent guidance given by Dean Walter in the discussion of the subject that conference II was to handle, the problem of delineation was of some concern to my particular Group, which was the group made up of technical and engineering institutions. You might say that if we are but one-fourth mobilized then three-fourths of our problems ought to be problems other than military and might be handled in a normal manner. I will not define normal, nor will I define the curious logic of that premise. Obviously, the problem of separating the military situations and problems considering only those that were non-military in nature was a difficult matter. Our group was hard put to find any that did not have some military bearing or military flavor.

That did not bother us. In fact, we anticipated the next Conference's discussion on the problem of acceleration. We felt that there were certain aspects of this problem that had particular and important implications for technological institutions and we utilized our time to bring out certain aspects of importance to us.

I will not go into the arguments or the full discussion on this matter of acceleration. It might be of interest to note only that the principle of acceleration was not acceptable in our present state of one-quarter mobilization. In fact, we discovered but one institution that to any extent was now planning, under present conditions, a definite accelerated program. About half of the institutions--remember, these are technical and engineering institutions--about half of them were planning to offer courses on a voluntary basis primarily to entering freshmen--that is, to offer it during the summer.

A point was made that acceleration is not only distasteful but critical to those institutions who were operating under the co-op plan. It was also pointed out by some of the technical institutions who have a definite supervised employment program during the summer that we might even be considered as hurting industry by keeping those boys in school and thus losing manpower in the industrial situation.

We were concerned also with the larger general problem of total personnel services, an area not specifically outlined by Dean Walter, but definitely outlined in all seven of his areas. In other words, we were concerned about the effect of a possible decrease in enrollment on the efficiency and general functioning of the total personnel service program.

The discussion was primarily in terms of a possible limitation in staff and budget appropriations. It was encouraging to note that the consensus was that there would be no reduction in staff in the institutions represented in our section beyond that of what might be considered normal attrition. About one-third of the Group felt that curtailment of budget appropriations would be experienced, but that the program would not suffer to any serious extent in 1951-52.

One member of the Group in a spirit of constrained optimism expressed the hope that a decrease in enrollment might mean a reduction of the work load for the present staff to reach the reasonable level of expectancy of accomplishment.

We considered one of the levels outlined by Dean Walter, that of extra-curricular activities. Perhaps the engineering institutions feel the impact of the anticipated regulations which would affect the students' participation in terms of scholarship mortality. That is, he has to maintain a certain position with regard to the other members of his class and he feels the pressure of it; and the consensus of the Group was that they had noticed a distinct waning of interest in the extra-curricular program. Now, it was also recognized that this waning of interest, particularly at this time of the year, was a fairly normal thing and you always get some of it, but there was concern about participation and interest for the coming year.

There was particular concern about the affect of the scholarship regulations and class standing on the incoming freshman. One encouraging note was, however, that it was generally recognized within the Group that the key students in the extra-curricular program were nearly always those who were good students as well.

One positive suggestion was made that we, as personnel

administrators should take some responsibility to help the students in their planning in the conservation of time. One school, fortunately now in the process of constructing a Union, had provided meeting rooms adjacent to the cafeteria so that the students might meet and eat at the same time. This is a practice that is followed generally by businessmen and personnel people and a practice which in my opinion is primarily important and valuable solely in the building of ulcers. (Laughter) However, in the conservation of time that problem is important.

The Group decided that we should and would very definitely have to re-evaluate our extra-curricular program as pointed out by Dean Walter.

Finally, we considered a problem that is frequently militant in character but basically non-military of itself. I speak of the general perennial problem of the relationship of the Dean of Students' office to those people responsible for the physical plant and general operations of the institution. The targets particularly here were food service and housing, and we discussed the problems generally met by personnel people in listening to complaints, solving problems in these two areas.

As I say, this problem is frequently militant in its manifestations, but it was non-military, and we felt it was a legitimate subject for discussion because it definitely affected our relationship with students. And it was in this area that we found that what we called "communication with students, administration and faculty" was of supreme importance if this problem were to be minimized and if revolution were to be nipped in the bud. Obviously, not all campuses had this problem to the same degree of criticalness, but we felt that it was necessary to bring the students into this picture and that meeting with students should be frequent and they should be easy and they should be frank. The channels of responsibility should be clear.

That is all I have. (Applause)

CHAIRMAN BEATY: Thank you. Let's have report No. 4 in Conference No. II.

DEAN O. T. RICHARDSON (Ball State Teachers College): We discussed this whole problem and we divided into four main areas. The first one dealt particularly with the certification of teachers, realizing that there are physical, mental and emotional limitations to certification of teachers, as well as social immaturity.

The one big problem we did discuss is:: How do we keep

those individuals who belong to subversive groups out of the teacher training curriculum and particularly from certifying them as teachers in our respective states? This problem was brought in particularly by a representative of an institution located in a metropolitan area, and we realized that metropolitan areas are particularly plagued with these problems and we who sit in the smaller communities are not fully aware of it. We suggested that this representative get in touch with other institutions in the larger metropolitan areas and see what they have done.

We did not know how to discover or prevent it. We did not know really how we should rely upon the FBI to any great extent. We realize that there is a problem of loyalty oaths that enter in and we also realized that the subversive elements have very good legal experts on their sides, and if we want to build a case it has to be foolproof from the very beginning. The certification authorities in the state we feel will be behind us. However, they say, "Build your case first of all."

The second area that we did discuss was: How do we develop a positive citizenship attitude in our students? This could be done through student government, various community projects, visitation of industry, or participation in political activities.

The third area we discussed dealt with a personnel program in the institutions, and we began to hinge on whether or not we were advising or counseling students. We should need to differentiate between the term "counseling" and "advising."

The fourth area we discussed was the student participation in institutional policy. I think our conclusions were the same as others that have been voiced here this morning, that we need more student representation on faculty committees.

Thank you. (Applause)

CHAIRMAN BEATY: I will ask President Wes to take over.

... President Lloyd assumed the Chair ...

PRESIDENT LLOYD: We regret the necessity of bob-tailing the rest of these reports, but it is beyond our power to extend the time limit for them, so if you men who were to be introduced through your reports, if you will make these available to the recorder they will be incorporated in the record, and we will ask your indulgence, therefore, in leaving out the reports from the section on Colleges and the Emergency. In leaving out

one of the three areas we thought this would be most appropriate to leave out because of the fact that Dr. Brown's address is now ready for distribution and it is likely we can make a tie-in there.

... The following reports from Conference No. III were received:

Conference No. III, Group I -- Dean C. R. Swanson, St. Olaf College.

The report of the meeting of the 35 members of Group I, Conference III can and will be briefly made. The Group raised in discussion such questions as the mechanics of class percentiles, and the affect upon colleges of selective service and Universal Military Training. The proposed testing plan raised questions such as the necessity and advisability of testing top students and the validity of a single testing. Several conclusions seemed to be generally accepted:

1. Usually class percentiles are based on the median of the class, including both sexes.

2. We favored Universal Military Training by a vote of two to one as an emergency measure.

3. Only the coastal institutions have taken any significant Civil Defense steps and no where is there a comprehensive program in our Group.

4. We are satisfied with the autonomy allowed individual institutions in defining terms and expressions in the Selective Service Program.

Only six of our number have R.O.T.C. programs, but these seem satisfied with their impact upon student life. The Group did not want at this time to commit itself on the questions of federal scholarships and the extension of the G.I. Bill, although pros and cons of these were discussed. It does recommend to NASPA additional polling of members and study of this question.

Conference No. III, Group II -- Dean Howard V. Mathany, University of New Mexico.

- I Academic Year -- How defined?
- II Class Standing -- How figured?
- III Test Scores
- IV Transfer Students -- Cumulative or Last Year?
- V Encourage all to take tests. Probably student must

apply to take test.

Higher Education and the National Emergency.

Approximately 40 present. Fairly well covered by Dr. Brown. Very few points left to cover.

Academic year -- What is meant by it? June to June? September to June? Summer school included?

Dartmouth is starting 11 week summer session. Matter must be decided on ethical basis. Hershey states, "When a man has been accepted by a university and appears, he is deferred. Draft board should accept statement from university that a person is planning to attend.

Two schools have started accelerated programs. Nine schools plan on admitting freshmen who did not admit before. About half have been in the habit of admitting freshmen in summer school.

How do you figure percentages? Consider only men? Men and women? Miami uses entire class. Mississippi uses men only. Accumulate average or last academic year completed? Colleges should use same method to be fair to students. Dartmouth uses whichever is higher, accumulative or last year.

Separate men from women? Whole class or by colleges? Any method should protect the best student. Some draft boards want records for last completed year only. Seventeen prefer to figure on accumulative grade point average. Eleven prefer last completed year. Five, either/or.

The university must certify to a man's standing--not each college in the university. Method must be uniform within the university. None favor computing for all class. All prefer computing for men only.

Transfer students -- schools vary as to method of computing averages. Some ignore previous transcript. Twenty-five prefer that grades for transfer students be computed only on grades at school to which he transferred.

Test score of 70 or in upper half of class will defer. Some schools could have large percentage deferred.

Should a student having received a grade of 70 or above be granted permanent deferrment as long as he continues doing satisfactory work? Every student should be encouraged to take tests. Plans have been made for administration of tests.

Conference No. III, Group III -- Dean T. J. Thompson,
University of Nebraska, Chairman.

Interrogators: W. E. Alderman, Jr., University of Cincinnati; Ralph E. Dunford, University of Tennessee; Gerry Epley, University of Maryland; R. E. Manchester, Penn State University; Jack Matthews, Recorder.

The Conference was set up in this fashion. Each member of the panel stated a question, or a problem, and the group participated in a general discussion attempting, if possible, to come to some agreement or to make specific recommendations pertaining to the question raised.

Question I: What is the place and function of a student personnel officer in the area of military service and training?

CONSENSUS:

1. Student Personnel Officers must first get the facts.
2. Personnel Officers should attempt to inform students, faculty and parents as soon as possible of the facts.

Question II: Is there a possibility of having one central source of information in Washington from which directives concerning military service and training programs would emanate?

CONSENSUS:

Although highly desirable from the point of view of Universities, it was pointed out that this objective would probably not be reached.

Question III: Are Federal Scholarships desirable?

CONSENSUS: There was very limited discussion on this question and also no common agreement.

Question IV: Won't the National Test be a very weak tool for measurement of students?

CONSENSUS:

Considerable concern on the part of the group about the validity of the single test. A feeling on the part of the group that more than one measure would be necessary.

Question V: Do we not need to exercise care in our statements and actions in connection with student deferment and special programs in order that we not be accused of failing to comprehend the broad problem of national security?

CONSENSUS: It was pointed out that we are citizens, first, and Deans and Advisers, second, and that we should exercise care and judgment in statements concerning student deferment or we could lose prestige for ourselves and for our institution, and for all higher educational institutions, by having a narrow and selfish viewpoint concerning student deferment.

Jack Matthews, Recorder
Dean of Students
University of Missouri

Conference III, Group IV -- Dean R. R. Oglesby, Oklahoma A. & M. College.

The Group first considered the problem of military advisement. Bob Gordon of the University of Texas suggested that NADAM set up a committee on military advisement similar to the one now existing with respect to the problem of segregation. Various approaches to military advisement were then touched on, and the experiences of the colleges and universities were cited. Southern California passes out special military bulletins. Penn State relies on the nearest draft board for interpretative materials since the very valuable A.C.E. information bulletins are often slow in arriving.

Dean Stafford (Illinois) suggested from his vantage point as a chairman of a draft board that no rigid pattern of interpretation or application of selective service rules was desirable since local conditions varied and should continue to vary. A committee should not therefore attempt to formalize interpretations which would be applicable to the entire national picture. Chairman Wilson (Penn State) concurred, suggesting that individual deans over the nation stand behind Dean Turner and the A.C.E. in the fine work that are already doing. Dean Stone (U. of Cal.) urged that quick and effective interpretation of S-1 will be necessary after the pending military service law is passed by Congress and that the proposed committee be set up to channelize this information as quickly as possible. Recommendation of the committee on military service was then accepted by the Group.

The problem of interpreting what was meant by "upper half" of his class for deferment purposes was then considered. Five schools use cumulative records to fix student's status. Three use only past school year or past semester. Five institutions made averages for each separate college or school within the institution. No school based average on departmental average or any lower subdivision of a university than a school. General opinion seemed to be that it would be better not to formalize any practice in this respect, but that the best interests of the student should be reconciled with the national interest by giving the cumulative standing of a student; however, if this did not place him in the upper half of his class to play up to the draft board the student's more recent grades if these were to his advantage.

Group IV of Conference III then turned its attention to the consideration of length of school term for purposes of military advisement. Dean Stafford (Illinois) thought that preregistration would not affect student's draft status. As to summer school enrollment, such was not considered as a part of the regular school term by those schools with the semester system and

that a student could go two full semesters as well as to summer school. Under the quarter system the summer session in the schools represented was considered as an integral part of the school year and thus would count for one-third of a student's full school year. About ten schools in the Group indicated they were going out for freshmen for summer school enrollment. Sixteen schools indicated they were using September to June as normal term. Four used the quarter system. A few schools indicated serious consideration was being given to the adoption of the quarter system as a means of acceleration.

The Chairman asked for the number of schools having a military counselor for this purpose in the Dean of Students' office. Only 4 indicated special counselors for this purpose, but nearly all schools indicated that military counseling was done in the Dean of Students' office.

The question of the advisability of the extension of G.I. benefits was then discussed by Group IV. Should the present bill be continued? Should it cover Korean veterans? Dean Zillman (Wisconsin) felt that there should be an over-all program of federal assistance so as to equalize educational opportunity. Dean King (Michigan State) opposed such a move on the grounds that the country could not stand such a heavy financial burden, and that we should be seeking means of going back to the free enterprise system. He would have G.I. benefits extended only to those in need of such support in order to go to college.

Dean Pitre (MIT) suggested that the problem was so involved and of such magnitude that no constructive solution could be arrived at under the limitations of time set up for Group IV. Dean Boldt (U. of Florida) felt that federal scholarships to accepted and acceptable institutions were a better method of G.I. benefits since these would eliminate the "dancing school" programs set up after World War II to fleece unwary G.I.'s. Dean Turner (Illinois) urged that UMT plus the present young people being taken into services by UMS would be of such astronomical proportions that it could not possibly be paid for.

...

PRESIDENT LLOYD: We move now to the final section of this meeting and we go immediately to resolutions. The Report of the Resolutions Committee, Dean Merrill Jarchow.

DEAN MERRILL E. JARCHOW (Carleton College): President Wes, I would like to very briefly make public acknowledgment of the fine cooperation which the members of the Committee gave me. They even appeared at breakfast at eight o'clock this morning

even though I think some of them had had relatively little sleep. For the sake of the record, the membership of the Committee is included in the program here. There are just two changes that I might note. One is that Dean George Borwn of St. Lawrence University did not come to the meeting, so far as I know; Dean Musser of Bucknell University was not here. They were replaced on the Committee by Dean William S. Guthrie, Jr., of Ohio State University, and Dean J. Fenton Daugherty of the University of Delaware.

I will try to run through these just as fast as I can.
First resolution:

"RESOLVED: That we pay tribute to our good friends Everett Moore Baker, Joseph A. Bursley and Walter Goetsch, whose deaths have saddened us during the past year and whose memories have been so beautifully immortalized by Fred Turner in his letter to the members of our Association. Word has just come too of the death of Edward K. Harrison. May we stand reverently together in honor of these four men.

... The audience arose and stood in silent tribute to the memory of these men ...

DEAN JARCHOW: Resolution No. 2:

"BE IT RESOLVED: That the Conference express its appreciation to President Wesley P. Lloyd, Dean Arno J. Haack, Dean Garner E. Hubbell, Dean Paul H. Connole, their associates, and to the Members of the Executive Committee for their hospitality and their excellent arrangements for this most successful Conference. In behalf of the wives, appreciation is also expressed to Mrs. Arno J. Haack and Mrs. Garner E. Hubbell whose efforts made the trip to St. Louis a delight and a source of pleasant memories for the distaff side of our organization.

"The Host Committee has given careful attention to every detail of the Conference and to the personal welfare of the Delegates. Its splendid work contributed in great measure to the success of the Thirty-Third Anniversary Conference." (Applause)

I move the adoption of this resolution.

... The motion was duly seconded, and Vice-President Beaty resumed the Chair ...

CHAIRMAN BEATY: You heard the motion to adopt this resolution. All in favor say "aye"; opposed. It is carried.

DEAN JARCHOW: Resolution No. 3:

"Whereas, year after year those of us who receive the "Breeze" and who have attended the NADAM meetings marvel at the energy, enthusiasm, perspicacity, good nature, thoroughness and sense of responsibility exemplified by our Secretary-Treasurer, Fred Turner. Therefore, be it

"RESOLVED: That we, his fellow members in NASPA express to Fred our deep felt gratitude for the excellent manner, far beyond the call of duty, in which he has discharged the functions of his office. Special recognition should also be accorded Miss Hazel Yates, whose efficiency, pleasant smile and remarkable memory are a source of amazement and inspiration to us all."

Mr. Chairman, I move the adoption of this resolution.

... The motion was duly seconded and President Lloyd resumed the Chair ...

PRESIDENT LLOYD: It is moved and seconded that this resolution be adopted. All in favor say "aye ; all opposed. It is carried unanimously. (Prolonged applause)

At this point, I should like to call on Fred. You know, as we go through these meetings one after another, we have our notes and we attempt to have our thoughts with us, but yesterday, on a thought vacation, I neglected to ask for a response from Fred. Will you take a bow and tell us what you think you ought to say at this point. (Laughter) Fred is amazed.

SECRETARY TURNER: I have nothing to say. (Laughter)

PRESIDENT LLOYD: It has been moved and seconded and carried that Fred's speech is over with this note of appreciation. (Laughter)

DEAN JARCHOW: Resolution No. 4:

"RESOLVED: That we express the appreciation of our organization to Dr. Francis J. Brown for his timely, able and informative presentation of the relationship of the colleges and universities to the national emergency. Dr. Brown and his associates in the American Council of Education have consistently been helpful to us through the many services they render institutions of higher learning. We are deeply grateful."

Mr. Chairman, I move the adoption of this resolution.

PRESIDENT LLOYD: Do we hear a second to the motion?

... The motion was duly seconded ...

PRESIDENT LLOYD: All in favor of the motion say "aye"; opposed. The motion is carried.

DEAN JARCHOW: Resolution No. 5:

"In every national emergency the colleges and universities have demonstrated their eagerness to contribute their resources to further the interests of the country. It should go without saying that they stand ready to do so again. As Dr. Brown pointed out, our present world-wide struggle cannot be won by weight of numbers in manpower but only by superiority of our scientific, technological advancement. Therefore, be it

"RESOLVED: That unnecessary damage to education in its traditional function during a prolonged emergency can only weaken rather than strengthen our cause of democracy."

Mr. Chairman, I move the adoption of this resolution.

PRESIDENT LLOYD: Do I hear a second to the motion?

... The motion was duly seconded ...

PRESIDENT LLOYD: It has been moved and seconded that this resolution be adopted. All in favor say "aye"; opposed. The motion is carried.

DEAN JARCHOW: Resolution No. 6:

"Whereas, the Executive Committee of NASPA at a meeting on March 28, 1951, passed a motion to the effect that a registration fee be assessed at each Annual Conference. Be it

"RESOLVED: That beginning with the Annual Meeting of 1952 a Conference Registration fee of \$2.00 per person for member institution representatives, and \$5.00 per person for non-member institution representatives be collected."

Mr. Chairman, I move the adoption of this resolution.

PRESIDENT LLOYD: Do I hear a second to the motion?

... The motion was duly seconded ...

PRESIDENT LLOYD: I would like to have Fred, our Secretary, speak just a moment to that motion, please.

SECRETARY TURNER: Mr. Chairman, what needs to be said can be very brief. We find that it costs money to operate this Association. For the first time in the history of the Association we are going to have to borrow money from now until the first of July, and that has been authorized by the Executive Committee. We are going into a program of what looks like increased expenditures. You have had the Treasurer's Report which was attached to the Secretary's Report, and you can find out exactly how your money has been spent. If we had had this Registration Fee at this particular meeting it would not be necessary to borrow money to operate from now until the first of July. We will be all right after the first of July, but we will have to go to the bank to borrow money to get sufficient money to operate and pay all of our bills and be in shape until the first of July.

I was sorry to see that motion passed at the Hotel Moraine two years ago. It hamstrung us so we were not in position to operate as we should. If we had such a fee at this meeting it would not be necessary to borrow money. That is all I have to say on the question.

PRESIDENT LLOYD: Is there further comment? Are you ready for the question? ["Question" called for] All in favor of the motion will make it known by saying "aye"; any opposed by the same token. The motion is carried.

DEAN JARCHOW: Mr. Chairman, those are our only resolutions. I might just say one word, and that is that Dean Neidlinger gave us some proposed resolutions on this matter of trying to arrive at some uniformity in the determination of the academic year, rank in class, and such as that. We could not arrive at any agreement in our Committee so we did not feel we could bring in any resolution to the Conference at large on that topic.

PRESIDENT LLOYD: Thank you, Merrill. (Applause) We extend our appreciation to Dean Beaty, Vice-President, for conducting the earlier part of this session; and to Dean Jarchow for his excellent presentation of these resolutions.

DEAN HUBBELL: I realize that Chancellor Compton's talk came after these resolutions had been prepared, but it would seem that we ought to take some recognition of it. Most of the men I have spoken to thought it was a wonderful address and talk, and if it is appropriate I should like to move that we in some way express our appreciation and gratitude for his inspiring talk. If there is some plan under way already please disregard the motion.

PRESIDENT LLOYD: The plan has been a very informal one and I think the motion is very much in order. Do I hear a second?

... The motion was duly seconded ...

PRESIDENT LLOYD: It has been moved and seconded that the Association express its appreciation to Dr. Compton for his address of last night. All in favor of this motion say "aye"; all those opposed. It is carried unanimously.

We would appreciate having the men who were to have given reports on Conference No. III stand and give us their names and the Conference they were to work in and report in. Conference No. III, Group I, please.

... The following men arose and introduced themselves and announced the Group they worked with:

Dean Marc Jack Smith, University of Redlands -- Conference III, Group I; Chairman of the Group, Dean C. R. Swanson, St. Olaf College.

Director Joseph C. Gluck, University of West Virginia -- Conference III, Group II; Recorder of the Group, Dean Howard V. Mathany, University of New Mexico.

Dean Jack Matthews, University of Missouri -- Conference No. III, Group No. III; Chairman of the Group, Dean T. J. Thompson, University of Nebraska.

Dean R. R. Oglesby, Oklahoma A. & M. College -- Conference No. III, Group No. IV; Chairman of the Group, Dean H. K. Wilson, Pennsylvania State College.

...

PRESIDENT LLOYD: Thank you, gentlemen.

Dean Feder has mentioned to me an item of a few moments ago in which we seemed to have a general lack of information regarding certain things that the American Council can do for us with reference to materials. Dan, will you at this point extend that statement a moment.

DEAN DAN FEDER: Thank you, Wes. I do not mean to be speaking here as a salesman for the American Council or as in any way representing it, but I got the impression in the corridor talk yesterday, after Dr. Brown's talk, that probably a number of

our members are not quite aware of the nature of the American Council on Education and what it does and can do for higher education. Briefly, I suspect that at least half of the members here are from institutions who are members of the Council. If you are your Presidents are receiving from the Council regularly the Bulletin on Higher Education and the National Emergency, and you are also receiving other publications--the particular brochures on Student Personnel Work, and a number of other types of publications which are directed at us in the field of higher education.

If your institution is not a member of the Council it will certainly be worth your while to investigate the possibility of whether your institution is eligible for membership. It is a voluntary organization of institutions in higher education. These national defense bulletins can be received in large quantities. I believe you can get up to 50 copies of each one if your President will request them, and they can be distributed among your staffs. They have the advantage of keeping you up to date all the time on the developing legislation with reference to all of our problems on higher education.

The important thing about the Council that I have found in my relationships with it, my experience with it, is the strength of its voice in speaking for higher education to the Congress and to national agencies of all types.

You will recall that a little more than a year ago, when the administration issued that Regulation 1, which threw all of us into something of a tailspin, our first source and resource was to call Frank Brown, whom you heard yesterday, and tell him what this bulletin and regulation would do. In a matter of minutes he was over at the Veterans Administration presenting to them the problems that that Regulation created; and in a matter of days a conference had been called at which again we had an opportunity to iron this out. And you will recall that that Regulation was finally rescinded.

One could go up and down the line in various items of national emergency. They have called this Conference on Acceleration a couple of weeks ago, and other similar ones, in which they make an effort to get at the root of the problems of higher education as they are related to the various aspects of the national program.

I particularly urge upon you gentlemen, if you have not been getting these bulletins, to check with your President's office to make sure that they come around to your desk and to the desks of your staff members; and certainly, if you find that your institution is not already a member of the Council, I suggest that

you might look into the possibility of obtaining such membership because there will be manifold benefits derived from it. Thank you very much.

PRESIDENT LLOYD: Thank you, Dan, for this appropriate reminder of services that we can expect.

SECRETARY TURNER: Mr. Chairman, I believe it would be desirable and probably very much in order if Dan would be willing to do so, or if anybody else would be willing to do so, if this Association would go on record this morning officially thanking the American Council for the splendid service which it has rendered. That does not say that other people are not rendering services too, but I think if this Association wants to go on record officially thanking the American Council for its especially fine service, it would be fine at this time.

DEAN HUBBELL: I so move.

... The motion was duly seconded ...

PRESIDENT LLOYD: It has been moved and seconded that this Association go on record as expressing its appreciation to the American Council on Education for the services rendered throughout the years to the colleges and universities throughout the country, and to our Association. We had a second to that motion. All in favor say "aye"; all opposed. It is unanimously carried.

"Pudge," was there anything in regard to additional resolutions which you and the group were preparing?

DEAN NEIDLINGER: No, Wes. I talked to the Members of the Resolutions Committee and realize that the rather complicated resolution which I thought would be of some value if passed was probably impractical to attempt to pass without more discussion than would be possible.

PRESIDENT LLOYD: Thank you very much.

We would like to hear from Garner Hubbell on some details of our trip to The Principia. Garner.

... Announcements by Dean Hubbell on the trip to The Principia College ...

PRESIDENT LLOYD: Thank you, Garner. A beautiful day and a fine trip anticipated.

We would like to call on Juan Reid, Colorado College, to say a word to us in regard to next year's arrangements.

DEAN REID: I am a little embarrassed after this brief item in the paper that said "Colorado Springs had 17 inches of snow" while I have been gone. That is not a good advertisement. That is a little more snow than we have had in the past two years.

Many of you have been to Colorado Springs, and those of you who are familiar with the Broadmoor Hotel, where the Convention will be held next year, know that it is a resort hotel and it has practically all the facilities of any of the larger resort hotels, and I think in my limited experience with NASPA-- I guess that is what it is now--that it is superior to any hotel we have been to. It has a golf course, 18 holes, and you can use it at this time of the year. It has three swimming pools--one indoor, one outdoor, and one beach; one of these glassed in deals. If you like to ice skate, it has an ice skating rink which has been the scene of the national figure skating competitions. It has all the other activities such as bowling and riding and things of that sort.

Another thing is that it is situated right against the mountains and there are lots of drives nearby. Bring your car and bring your family. Be sure and bring them because it will be an interesting vacation. We will try, of course, to arrange a program where you can see as much of the adjacent country as possible. I am sure that the rates of this hotel -- did you get the rates, Fred? -- will be comparable to what we have here at the Chase. I believe the meals will be a little bit more reasonable. I am pointing that out because a lot of people are interested in what it will cost.

If there are questions, I will be glad to answer them in regard to this hotel. The season in Colorado Springs is the summer months, and that is why we can take advantage of the Broadmoor at this time of the year because this is the off-season. July and August are the two largest months of the season where they hit their peak volume.

VOICE: Would you recommend bathing suits or skis?
(Laughter)

DEAN REID: Those of you who are interested in skiing, skiing is available within 50 miles of there, on the slopes of the peak. You can swim out of doors at one spot, and you can ski 15 miles from there if you wish.

DEAN TATE: And play golf in 17 inches of snow. (Laughter)

DEAN REID: That is right. (Laughter)

DEAN TATE: Do you use black golfballs out there?
(Laughter)

DEAN FOGDALL: Will you send us information about motels in case we do want to use them?

DELEGATE REID: Any of you who want to bring your families and want to stay in places other than the Broadmoor, I will be happy to furnish all that type of information to you. Write me in regard to that personally. We will have a service on that.

SECRETARY TURNER: Just for reassuring purposes, you remember at Williamsburg last spring, John was able to arrange a limited number, true, and Arno was able to do the same thing here in St. Louis, a limited number of reasonable accommodations for the younger men who wanted to come along. Would there be a possibility of that in the college dormitory or so on?

DEAN REID: Perhaps we will have some room in the Men's Dormitory there. We will be happy to make any special arrangements that we can. I hope that we can keep you all at the hotel if possible. Maybe we can take them in on some type of special arrangement.

DEAN CLOYD: I recently attended the National Student Union at the Broadmoor, and all that he says about the reasonable rates for rooms and meals and what he says about the accommodations is absolutely right, and I know because I took my wife with me on that trip, and we found that it is a fabulous hotel. You have everything you want and it is as reasonable as any place I have ever been.

PRESIDENT LLOYD: Thank you. We will be cutting capers with you there, Juan, next spring. There have been a number of members of the Association who have asked that this be arranged as late as possible and yet be able to be in on the rates before the summer rates begin.

Well now, gentlemen, on Thursday morning we opened this Conference in our General Session, and it would certainly be inappropriate for me to pass this opportunity to express my personal appreciation to those who made the Conference a success. The work done by Fred Turner and Arno Haack and others of the various committees, and not at all overlooking the significant things contributed to us by many of you men who are new, many of the older men who are not limelighters, in a sense -- you make

your quiet contributions -- we would like to express our appreciation for your being here and being part of this significant meeting.

As I say, we opened our Thursday Morning General Assembly as the National Association of Deans and Advisors of Men. We close this St. Louis phase of our meeting at this time as the National Association of Student Personnel Administrators.

SECRETARY TURNER: May I add a sentimental note there? There is only one man left, as far as I know, of the original group of the six men who met at Madison in 1919, and I think it would be quite proper if we sent a wire to Scott Goodnight and said that we missed him.

... Cries of "I so move" and "Second the motion." ...

PRESIDENT LLOYD: You have heard the motion. (Applause) I am sure that goes without saying as a motion, but I think you would all like to participate in that motion, so all those in favor say "aye"; any opposed. It is unanimous. (Applause)

This meeting stands adjourned.

... The Convention adjourned at ten-forty-five o'clock ...

APPENDIX A

REPORT OF THE SECRETARY

March 1, 1950 to March 15, 1951

To the Members of the National
Association of Deans and Advisers of Men:

Your Secretary is pleased to present the report of the Secretary of the Association (to which is appended the Report of the Treasurer) concerning the activities of the officers, the Executive Committee, and the members for the period from March 1, 1950 to March 15, 1951.

Membership in the Association

For the fifth consecutive year, the membership has increased and now stands at an all-time high of 201 member institutions with designated representatives.

1947	130 members
1948	151 members
1949	171 members
1950	185 members
1951	201 members

Institutions represented are in forty-eight states, also in Alaska and Puerto Rico.

Deaths of Members

Your Secretary reports with great regret the tragic deaths of three of our most respected and loved members:

Dean Walter Goetsch, University of Iowa, in an auto wreck at Iowa City, May 8, 1950.

Dean Everett Moore Baker, Massachusetts Institute of Technology, in a plane crash near Cairo, Egypt, August 31, 1950.

Dean Emeritus Joe A. Bursley, at Ann Arbor, Michigan, September 4, 1950.

New Members of the Association

Sixteen new member institutions with designated representatives have been approved during this period. These have been reported through the News Letter, but are reviewed for your information:

<u>Institution</u>	<u>Address</u>	<u>Representative</u>
Ball State Teachers Col. Bradley University	Muncie, Indiana Peoria, Illinois	O. T. Richardson Leslie H. Tucker, Dean of Students
Columbia University	New York 27, N.Y.	N. M. McKnight
Concordia Teachers College	River Forest, Ill.	Albert G. Huegli
Duquesne University	Pittsburgh, Pa.	Ref. J. F. McNamara
Harvard College	Cambridge 38, Mass.	W. J. Bender
Knox College	Galesburg, Ill.	W. Lyle Willhite
Lake Forest College	Lake Forest, Ill.	A. Myrvin DeLapp
Massachusetts, Univ. of	Amherst, Mass.	Robert S. Hopkins, Jr.
Middlebury College	Middlebury, Vt.	W. Storrs Lee
Mississippi Southern College	Hattiesburg, Miss.	R. G. Lowrey, Dean of Student Welfare and Dean of Men
Rensselaer Polytechnic Institute	Troy, New York	Richard J. Waite, Jr.
San Jose State College	San Jose 12, Cal.	Stanley C. Benz
State Teachers College	Platteville, Wis.	John H. Wooldridge
Upsala College	East Orange, N. J.	Harold R. Sundberg
Yale College	New Haven, Conn.	Richard C. Carroll

Retirement of Members

Two respected members have retired from active service during the year: Dean Stanley E. Crowe, Michigan State College, and Dean Arthur D. Enyart, Rollins College.

Appointments and Promotions

The past year has seen numerous major promotions of members which have included:

From Dean to President	3
From Dean to Vice President.	4
From Dean to Associate to President.	1
New Deans appointed.	15
Assistant or Associate to full Deanship.	9

Representatives of Association at Meetings

In no previous year has the association been invited to be and has been represented at so many meetings of all kinds. This has included both representation and active participation. The members will be interested to review these many meetings:

Institution of International Students Organization, Geneva,
Switzerland

World Student Relief Conference, Bombay, India
 Conference on Occupied Countries
 White House Conference on Youth
 National Conference on Safety Education
 National Association of Registrars and Admissions Officers
 N. E. A. Conference on Mobilization
 A. C. E. Conference on Mobilization (2)
 National Association of Foreign Student Advisers
 Conference of Orientation Week Directors
 N. S. A. Conference
 National Interfraternity Conference
 National Independent Students Association
 American College Public Relations Association
 Omicron Delta Kappa - Mortar Board Leadership Conference
 Phi Eta Sigma National Convention
 American Association of Colleges of Pharmacy
 Inauguration of Presidents (4)
 Centennial and other celebrations (3)
 Charter ceremonies (1)
 Conference on College Fraternities and Societies

District Meetings

We have reported to you six district and state meetings: Southern Deans, Ohio, Illinois, Texas, Kansas, and Pennsylvania. No doubt there have been others which we would have gladly included had they been sent to us.

Rackets Reported to Members

Your Secretary has reported a number of rackets and persons connected with them to the members and with some success in apprehending these crooks:

Magazine solicitors	7
Fake fraternity men	5
Check artists	3
House repairmen	2
Fake navy officer	1
Book salesman	1
Salacious material in the mail.	1

These reports have been possible through the prompt co-operation of members who have sent in accurate information for distribution and warning to all members.

Publications

Two issues of the Proceedings have been published and distributed during the year. The Proceedings of the Williamsburg Conference, by using the mimeograph method, was distributed within a month after the 1950 Conference. After much editorial difficulty, we were finally able to distribute the 1949 Proceedings in January, 1951.

Fourteen regular and extra News Letters have been prepared and forwarded to members during the period. In several instances we have included appendices of reports or other materials of seemingly helpful nature.

Ninety-eight publications have been reviewed briefly, and in several instances we have been able to secure copies and forward them to you.

The Placement Service of the Association

The "Informal Placement Service" has been continued during the year with a great increase in registrations and some success in placement.

	<u>Listed</u>	<u>Placed and Withdrawn</u>	<u>Avail- able</u>
Up to March 1, 1950	187	59	128
Registered and placed during the year	<u>48</u>	<u>47</u>	<u> </u>
Status at March 15, 1951	<u>235</u>	<u>106</u>	<u>129</u>

The national uncertainty has had a recent effect of increasing registrations and practically stopping placement, although a few continue.

Leaves for Graduate Work

Four of our strong young members have reported leaves of absence in order to complete their doctorates.

Coordination on Conference Schedules with ACPA

Your officers and Executive Committee delayed the establishment of the dates for the 1951 Conference until it could be coordinated with the meeting dates of the American College Personnel Association.

This association set its dates and place as March 26 - 29, 1951 in Chicago, and our association then established the dates at St. Louis as March 28 - 31, 1951, which makes it possible for a number of members to participate in both conferences.

Plans for 1951 Conference

Your Secretary cannot conscientiously complete this report without mentioning the help he has had from President Wesley P. Lloyd, the members of the Executive Committee, our 1951 Host Deans Arno Haack of Washington University and Garner E. Hubbell of The Principia, and all of the Association members who have sent in items for News Letters, who have answered our many letters, and who have never failed to help if it was within their power to help.

In Conclusion

Your Secretary can honestly report that the Association is again at an all-time high in membership, status, recognition, and interest from its members and from non-members as well.

Respectfully submitted,

FRED H. TURNER
Secretary

TREASURER'S REPORT

March 1, 1950 - March 15, 1951

RECEIPTS

Balance on Hand March 1, 1950	\$2,143.83	
Dues Collected 1951-52.	60.00	
Dues Collected 1950-51.	2,598.00	
Dues Collected 1949-50.	72.00	
Receipts from Small Bibliography.	3.00	
Receipts from sale of Proceedings	13.00	
Registration Fees	9.00	
Cash Used at Conference for change.	25.00	
Charge for Use of Placement Service	5.00	
Credit for check not cashed	12.70	
		\$4,941.53

DISBURSEMENTS

Telegrams and Telephone	\$ 88.02
Stationery	85.35
Programs and Registration Cards	157.25
Mimeographing	186.00
Stenographic Service	50.00
Reporting and Mimeographing 1950 Proceedings . .	1,321.67
Printing 1949 Proceedings	1,191.00
Membership Dues:	75.00
(American Council on Education \$25.00)	
(National Conference on College)	
(Fraternities and Societies (2 years) \$50.00)	
Magazine Subscriptions	5.00
Expenses-National Educ. Assoc. (Hocutt)	39.55
President's Installation at St.	
Bonaventure (Baldwin)	4.67
Amer. Council on Education (Hocutt). .	31.80
Nat. Interf. Foundation Meeting(Daugherty)	11.92
St. Louis -arrange for meeting (Turner)	19.95
Attendance Amer. Coun.on Educ.(Hocutt)	35.35
Meeting at N.Y.-time of Nat. Interf. Conference	17.90
Cash Used at Conference	25.00
Expenses - Williamsburg Conference	252.68
Speaker - Mr. Barnard.	\$ 6.65
Speaker - Mr. Gross.	60.35
Recorder's Room.	36.00
Lafayette Recorder Company	37.08
Flowers	18.00
Tips	5.00
Printing Banquet Tickets	9.50
Guests at Banquet.	36.00
Place Cards for Banquet.	1.05
Telephone and telegrams.	20.59
Meals for guests	19.06
Signs for Conference	3.40
Secretary's Salary	100.00
Postage	215.37
Express	27.85
Bank Debit Deductions	2.44
Gavel	11.40
	<hr/>
	\$3,955.17

BALANCE ON HAND MARCH 15, 1951 - \$986.36

APPENDIX BOFFICIAL ROSTER OF THOSE IN ATTENDANCE AT
THE ST. LOUIS MEETING

<u>Name</u>	<u>Institution</u>	<u>Title</u>
Abel, E. Glynn	Southwestern La. Institute	Dean of Men
Alderman, W. E. Jr.	University of Cincinnati	Asst. Dean of Men
Alderson, Don	University of Kansas	Asst. Dean of Men
Allen, James G.	Texas Technological Collg College	Dean of Student Life
Alter, Foster E.	University of Miami	Dean of Men
Anderson, Melvin A.	Hiram College	Dir. Student Personnel
Askew, J. Thomas	University of Georgia	Dean of Students
Balch, Richard L.	Stanford University	Chief Counselor for Men
Baldwin, Frank C.	Cornell University	Dean of Men
Bates, Robert E.	Virginia Polytechnic Institute	Director of Student Affairs
Beaty, R. C.	University of Florida	Dean of Men
Berg, Dick	University of Southern California	Student Activi- ties Adviser
Biddle, Theodore W.	University of Pittsburgh	Dean of Men
Bishop, Robert W.	University of Cincinnati	Dean of Men
Bloch, Wheadon	Southeastern La. College	Dean of Guidance
Blocker, Clyde E.	University of Tulsa	Counselor of Men
Boldt, W. A.	University of Florida	Asst. Dean of Men
Boocock, C. B.	Rutgers University	Dean of Men
Bosworth, E. F.	Oberlin College	Dean of Men
Bowden, Lt. Col, M.P.	Texas A and M College	Asst. Commandant
Brailey, L. G.	University of Pittsburgh	Asst. Dean of Men
Brewer, Robert G.	Florida State University	Dir. of Residence for Men
Brock, Elmer Paul	Nat. Student Association	Vice President
Brooks, Charles C.	Wheaton College	Dean of Students
Brown, Francis J.	American Council on Educ.	
Bruner, Warren	Defiance College	Director of Career Determination
Buchan, Wm. J.	Washington University	
Burdin, L. Gray	Butler University	Dean of Men
Chandler, L. E.	Southeastern La. College	Dean of Men
Clippinger, Frank W.	Drury College	Dean of Men
Cloyd, Ed. L.	North Carolina State College	Dean of Students

APPENDIX B (Continued)

Conklin, Arch. B.	Bowling Green State Univ.	Dean of Students
Connole, Paul H.	Washington University	Asst. Dean of Students
Corning, Paul, Jr.	Nat. Student Assoc.	Student
Craig, William G.	State College of Wash.	Dean of Students
Craven, Clifford J.	Syracuse University	Asst. Dean of Men
Culpepper, J. Broward	Florida State University	Dean of Student Welfare
Curtin, Edgar G.	Rutgers University	Assoc. Dean of Men
Daugherty, J. Fenton	University of Delaware	Dean of Men
Davis, George E.	Purdue University	Director of Student Affairs
Davis, I. Clark	Southern Ill. Univ.	Dean of Men
Deakins, Clarence E.	Ill. Inst. of Technology	Dean of Students
Decker, R. Jim	Indiana University	Head Counselor, Men's Halls
DeMarino, Caniel A.	Pennsylvania State Col.	Asst. Dean of Men
Dickinson, James A.	Carnegie Institute of Tech.	Dean of Students
Duke, G. L.	Grinnell College	Dean of Men
Dunford, Ralph E.	Univ. of Tennessee	Dean of Students
Durand, Edwin M.	Rutgers University	Dean of Students
Earle, William S. Jr.	Florida State University	Residence Counselor
Eppley, Geary	University of Maryland	Director of Student Welfare
Ethridge, Robert F.	Southern Illinois Univ.	Asst. Dean of Men
Farber, Robert H.	DePauw University	Asst. Dean of Students
Farrar, Joe. D.	University of Texas	Dir. of Employment
Farrisee, W. J.	Clarkson College of Tech.	Dean of the College
Faunce, L. Dale	State University of Iowa	Dean of Students
Feder, Dan	University of Denver	Dean of Students
Fischer, Don A.	Washington University	Faculty Adviser
Fogdall, Vergil	Lewis and Clark College	Interf. Counsel
Foy, James	Alabama Polytechnic Institute	Dean of Students
French, Arden O.	La. State University	Asst. Dir. of Student Affairs
Fulton, Dudley G.	Northwestern State Col.	Dean of Men
Gaines, F. Pendleton, Jr.	Southern Methodist Univ.	Dean of Students

APPENDIX B (Continued)

Galbraith, Maurice J.	Univ. of Illinois Professional Colleges	Director of Student Affairs
Gardner, Donfred H.	University of Akron	Dean of Students
Gass, Clinton B.	Nebraska Wesleyan Univ.	Dean of Men
Gittinger, Price	University of California at Davis	Supervisor of Student Affairs
Gluck, Joseph C.	West Virginia University	Dir. Student Affairs
Godolphin, F. R. B.	Princeton University	Dean of College
Gordon, Bob	University of Texas	Asst. Dean
Grammar, Frank A.	Newark College of Engineering	Acting Dean of Students
Grier, Daniel J.	Purdue University	Asst. to Dir. of Student Affairs
Griffin, Russell, A.	Western Reserve Univ.	Dean of Men
Guess, R. Malcolm	Univ. of Mississippi	Dean of Men
Guthridge, Joe W.	Virginia Polytechnic Institute	Asst. Dir. of Student Affairs
Guthrie, William S. Jr.	Ohio State University	Jr. Dean, College of Arts U Sciences
Gwin, John P.	Beloit College	Dean of Students
Haack, Arno J.	Washington University	Dean of Students
Hagerman, G. A.	University of Akron	Asst. Dean of Students
Hall, Chaffee E., Jr.	Univ. of California	Asst. Dean of Student
Hanni, M. John	Western Reserve Univ.	Asst. Dean of Men
Hansford, R. L.	University of Akron	Advisor of Men
Hawk, N. Ray	University of Oregon	Dean
Heilman, George E.	Florida State University	Actg. Asst. Dean of Men
Helgen, Henry M., Jr.	Augustana College (S.D.)	Dean of Men
Hendrix, Noble	University of Alabama	Dean of Students
Hilton, Thomas L.	Mass. Inst. of Tech.	Asst. Dean of Students
Hocutt, John E.	College of William & Mary	Dean of Men
Holdeman, W. Dean	Overlin College	Assoc. Dean of Men
Hoogesteger, Howard	Ill. Wesleyan Univ.	Dean of Men
Horvat, Henry R.	Champlain College St. Univ. of New York	Dean of Students
Hough, Claude L., Jr.	The Principia College	Purchasing Agent
Howard, John A.	Palos Verdes College	Dean of Students
Hubbell, Garner E.	The Principia College	Dean of Men
Huegli, Albert G.	Concordia Teachers Col.	Dean of Students
Huit, Marion L.	State Univ. of Iowa	Counselor of Dean
Hulet, Richard E.	Univ. of Illinois	Asst. Dean of Men
Hunkins, Maurel	Ohio University	Dean of Men
Isen, Leo	Bona Fide Reporting Co.	Reporter

Jackson, Clifton S.	No. Montana College	Dean of Men
James, Robert C.	University of Maryland	Asst. Dean of Men
Jansen, John F.	Carroll College	Dean of Men
Jarchow, Merrill E.	Carleton College	Dean of Men
Johns, Robert	Purdue University	Asst. to the Pres.
Jones, Robert M.	University of Arkansas	Supervisor of Men's Housing
Jox, Marshall J.	Valparaiso College	Dean of Men
Julian, J. H.	Univ. of So. Dakota	Vice-President
Keeney, A. L.	University of Wyoming	Dean of Men
Kenny, Robert W.	Brown University	Dean
Ketz, Wilford H.	Union College	Co-ordinator Student Activities
King, Tom	Michigan State College	Dean of Students
Kitchen, W. J.	W.S.S.F.	Director
Knapp, A. Blair	Temple University	Vice-President & Dean of Students
Knapp, R. H.	Univ. of South Dakota	Dean of Student Personnel Services
Knox, Carl W.	Northern Ill. State Teachers College	Asst. Dean of Men
Lee, W. Storrs	Middlebury College	Dean
Leith, J. D.	Lehigh University	Associate Dean of Students
Linkins, R. H.	Ill. State Normal Univ.	Dean of Men
Lloyd, Wesley P.	Brigham Young University	Dean of Students
Lowrey, R. G.	Mississippi Southern Col.	Dean of Student Welfare
Lucas, John W.	University of Omaha	Dean of Students
Mallett, Donald	Purdue University	Asst. Dir. of Student Affairs
Manchester, R. E.	Kent State University	Dean of Men
Manzollillo, Bert	DePauw University	Men's Residence Halls Counselor
Marshall, G. E.	State University of Iowa	Fraternity Adviser
Mathany, Howard V.	Univ. of New Mexico	Dean of Men
Matthews, Jack	University of Missouri	Dean of Students
McBride, Otis	Florida State University	Dean of Men
McCully, C. Harold	Veterans Administration	Director
McLean, Sage	Southern State College	Dean of Men
McNamara, Rev. James C.	C.S.Sp. Duquesne Univ.	Dean of Men
Medesy, William A.	Univ. of New Hampshire	Dean of Men
Melvin, Harold W.	Northeastern Univ.	Dean of Students
Miner, Robert J.	Miami University	Dir. of Men's Affairs
Moore, Robert	Arkansas State College	Dean of Men
Mowers, Glenn	University of Toledo	Dir. of Student Activities

APPENDIX B (Continued)

Neidlinger, L. K.	Dartmouth College	Dean of the College
Newhouse, Dean	Cast Inst. of Tech.	Dean of Students
North, Sidney B.	Alpha Phi Omega	Nat. Secretary
Nowotny, Arno	University of Texas	Dean of Student Life
Nygreen, Glen T.	Univ. of Washington	Exec. Officer of Student Affairs
Oglesby, R. R.	Oklahoma A & M College	Dean of Students
Ostafin, Peter A.	University of Michigan	Resident Director
Overholt, Milton	Ohio State University	Dir. of Housing
Page, Frank L.	Ventura Jr. College	Dean of Men
Papke, Earl R.	Capital University	Dean of Men
Parks, Donald S.	University of Toledo	Dean of Students
Pellett, Ray C.	Western Mich. College	Dean of Men
Penberthy, W. L.	Ag. & Mech. Col. of Texas	Dean of Men
Piskor, Frank	Syracuse University	Dean of Men
Pitre, T. P.	Mass. Institute of Tech.	Dean of Freshmen
Price, Philip	University of Rochester	Dir. Todd Union
Price, William G.	Maxwell A. F. B.	Major, Air Univ.
Quinn, John F.	Rhode Island State Col.	Dean of Men
Rea, W. B.	University of Michigan	Assoc. Dean of Stud.
Reid, Juan	Colorado College	Dean of Men
Renshaw, Morton J.	Los Angeles City & St. Col.	Dean of Students
Ricart, J. Edward	Univ. of Pittsburgh	Asst. Dean of Men
Richardson, O. T.	Ball State Teachers Col.	Dean of Stu. Affairs
Rieck, Elmer C.	Southern Methodist Univ.	Asst. Dean of Stu.
Roberts, O. D.	Univ. of Oklahoma	Counselor of Men
Rollins, J. W.	East Texas St. Teach. Col.	Dean of Men
Ross, Rev. Emory U., S. J.	Georgetown Univ.	Dean of Men
Ross, Mylin H.	Ohio State Univ.	Asst. Dean of Men
Ryden, George H.	Oklahoma City Univ.	Dean of Men
Saviers, Eldred L.	Kent State University	Asst. to Dean of Men
Schmidt, Louis G.	Eastern Ill. State College	Dean of Men
Schwartz, Gary	Indiana University	Dir. of Stu. Activ.
Seulberger, F. George	Northwestern University	Dean of Men
Sevrinson, C. A.	North Dakota Ag. Col.	Dean
Shaffer, Robert H.	Indiana University	Asst. Dean of Students
Shoemaker, John E.	Univ. of Arkansas	Dean of Men
Shoemaker, Martin C.	Carthage College	Dean of Men
Shoemaker, R. L.	Indiana University	Dean of Students
Shumway, Waldo	Stevens Institute	Dean
Shutt, Darold L.	Marshall College	Dean of Men
Sikir, Henry J.	University of Alabama	Asst. to Dean of Stu
Slonaker, Louis	University of Arizona	Dean of Men

APPENDIX B (Continued)

Smith, Marc Jack	University of Redlands	Dean of Men
Somerville, J. J.	Ohio Wesleyan University	Dean of Men
Spathelf, Victor F.	Wayne University	Dean of Stu.Affairs
Stafford, Edward E.	University of Illinois	Dean of Men
Stewart, R. C.	Maxwell A. F. G.	Major, Air Univ.
Stibbs, John H.	Tulane University	Dir.of Stu. Life
Stone, Brinton H.	University of Chicago	Asst.to Vice-Pres.
Stone, Hurford E.	Univ. of California	Dean of Students
Strong, Foster	Calif. Inst. of Tech.	Assoc.Dean of Stu.
Strozier, Robert M.	University of Chicago	Dean of Students
Swanson, Carl R.	St. Olaf College	Dean of Men
Tankersley, Ben R.	University of Oklahoma	Co-ord.of Stu.Act.
Tate, E. Mowbray	Hanover College	Dean
Tate, William	University of Georgia	Dean of Men
Tate, Willis M.	Southern Methodist Univ.	Vice-President
Terlescki, John	Ohio University	Asst. Dean
Thompson, J. Jorgen	St. Olaf College	Asst. to President
Thompson, T. J.	University of Nebraska	Dean of Stu.Affairs
Thornburn, Lyle A.	Michigan State College	Counselor for Men
Townsend, H. E.	Northwestern State Col.	Dir.of Men's Housing
Trusler, Victor	Kansas St. Teachers Col.	Dean of Men
Turner, Fred H.	University of Illinois	Dean of Students
Vallery, H. F.	Ala. Poly. Institute	Co-ord.Men's Housing
Van Vleck, W. L.	The Principia College	Sec'y.of Admissions
Waite, Richard A.Jr.	Rensselaer Poly. Inst.	Assoc.Dean of Stu.
Waldrop, Robert S.	Vanderbilt University	Dean of Students
Walker, Morton	University of Louisville	Dean of Men
Wallace, Vernon A.	Cooper Union	Stu. Rela. Officer
Walter, Erich A.	University of Michigan	Dean of Students
Warnock, A. Ray	Nt. Interf. Conference	Chairman
Weaver, Fred H.	University of No.Carolina	Dean of Students
Webster, E. Douglas	Utica Col. of Syracuse U.	Dean of Men
White, C. C.	Texas A and M College	Asst.Dean of Men
Wieman, Elton E.	University of Maine	Dean of Men
Willhite, W. Lyle	Knox College	Dean of Students
Williamson, E. G.	Univ. of Minnesota	Dean of Students
Wilson, Harold K.	Pennsylvania State Col.	Dean of Men
Winbigler, H.Donald	Stanford University	Dean of Students
Woll, W. M.	U. of Illinois Dad's Assoc.	President
Wolleson, Edwin A.	U. of Illinois(Navy Pier)	Dean of Students
Wooddell, W. S.	Concord College	Dean of Men
Woodruff, Laurence C.	University of Kansas	Dean of Men
Wullschlager, Carl W.	Ohio Wesleyan Univ.	Asst.to Dean of Men

APPENDIX B (Continued)

Young, Ralph A.	College of Wooster	Dean of Men
Zech, Albert F.	Univ. of Southern Calif.	Counselor of Men
Zillman, Theo. W.	University of Wisconsin	Acting Dean of Men
Zinn, Bennie aA.	A & M College of Texas	Asst. Dean of Men

APPENDIX CROSTER OF LADIES GROUP

Bates, Mrs. R. E.	Matthews, Mrs. Jack
Connole, Mrs. P. H.	Mowers, Mrs. Glen
Farrar, Mrs. J. D.	Nowotny, Mrs. Arno
Galbraith, Mrs. M. J.	Oglesby, Mrs. R. R.
Gardner, Mrs. D. H.	Parks, Mrs. D. S.
Guthrie, Mrs. W. S.	Ross, Mrs. M. H.
Haack, Mrs. A. J.	Saviers, Mrs. E. L.
Hocutt, Mrs. J. E.	Stafford, Mrs. E. E.
Hubbell, Mrs. G. E.	Trusler, Mrs. Victor
Julian, Mrs. J. H.	Turner, Mrs. F. H.
Keeney, Mrs. H. L.	Webster, Mrs. D. E.
Lowrey, Mrs. R. G.	Wilson, Mrs. H. K.
Manchester, Mrs. R. E.	Young, Mrs. R. A.
Mathany, Mrs. H. V.	

APPENDIX D

SUMMARY OF PREVIOUS MEETINGS

Meet- ing	Year	Pres- ent	Place	President	Secretary
1	1919	6	Madison, Wisconsin	S.H. Goodnight	L.A. Strauss
2	1920	9	Urbana, Illinois	T.A. Clark	S.H. Goodnight
3	1921	16	Iowa City, Iowa	T.A. Clark	S.H. Goodnight
4	1922	20	Lexington, Kentucky	E.E. Nicholson	S.H. Goodnight
5	1923	17	Lafayette, Indiana	Stanley Coulter	E.E. Nicholson
6	1924	29	Ann Arbor, Michigan	J.A. Bursley	E.E. Nicholson
7	1925	31	Chapel Hill, N. C.	Robert Rienow	F.F. Bradshaw
8	1926	46	Minneapolis, Minn.	C.R. Melcher	F.F. Bradshaw
9	1927	43	Atlanta, Georgia	Floyd Field	F.F. Bradshaw
10	1928	50	Boulder, Colorado	S.H. Goodnight	F.M. Dawson
11	1929	75	Washington, D. C.	G.B. Culver	V.I. Moore
12	1930	64	Fayetteville, Ark.	J.W. Armstrong	V.I. Moore
13	1931	83	Knoxville, Tenn.	W. J. Sanders	V.I. Moore
14	1932	40	Los Angeles, Cal.	V. I. Moore	D.H. Gardner
15	1933	55	Columbus, Ohio	C.E. Edmondson	D.H. Gardner
16	1934	61	Evanston, Illinois	H.E. Lobdell	D.H. Gardner
17	1935	56	Baton Rouge, La.	B. A. Tolbert	D.H. Gardner
18	1936	92	Philadelphia, Pa.	W.E. Alderman	D.H. Gardner
19	1937	80	Austin, Texas	D.S. Lancaster	D.H. Gardner
20	1938	164	Madison, Wisconsin	D.H. Gardner	F.H. Turner
21	1939	87	Roanoke, Virginia	D.H. Gardner	F.H. Turner
22	1940	58	Albuquerque, N. Mex.	F.J. Findlay	F.H. Turner
23	1941	100	Cincinnati, Ohio	J.J. Thompson	F.H. Turner
24	1942	114	Urbana, Illinois	L.S. Corbett	F.H. Turner
25	1943	101	Columbus, Ohio	J.A. Park	F.H. Turner
26	1944	96	Chicago, Illinois	J.H. Julian	F.H. Turner
27	1945	Due to Office of Defense Transportation--No Meeting Held			
28	1946	142	Lafayette, Indiana	Earl J. Miller	F.H. Turner
29	1947	170	Ann Arbor, Michigan	Arno Nowotny	F.H. Turner
30	1948	173	Dallas, Texas	E.L. Cloyd	F.H. Turner
31	1949	217	Highland Park, Ill.	J.H. Newman	F.H. Turner
32	1950	210	Williamsburg, Va.	L.K. Neidlinger	F.H. Turner
33	1951	222	St. Louis, Missouri	W.P. Lloyd	F.H. Turner

APPENDIX EROSTER OF MEMBERS

Institution	Address	Representative
Agriculture and Mechanical College of Texas	College Station, Texas	W. L. Penberthy
Akron, University of	Akron 4, Ohio	Donfred H. Gardner, Dean of Students
Alabama Polytechnic Institute	Auburn, Alabama	T.C. Clark, Jr., Dir. James Foy, Asst. Dir.
Alabama, University of	University, Alabama	Noble B. Hendrix, Dean of Students
Alaska, University of	College, Alaska	William Cashen
Alfred University	Alfred, New York	Fred H. Gertz
Allegheny College	Meadville, Pa.	Horace T. Lavelly
Anderson College and Theological Seminary	Anderson, Indiana	Adam W. Miller, Men's Counselor
Antioch College	Yellow Springs, Ohio	Barrett Hollister
Arizona State College	Tempe, Arizona	Paul V. Trovillo
Arizona, University of	Tucson, Arizona	A. Louis Slonaker
Arkansas State College	State College, Ark.	Robert Moore
Arkansas, University of	Fayetteville, Ark.	John Earl Shoemaker
Augustana College	Sioux Falls, S. Dak.	Henry M. Helgen, Jr.
Baker University	Baldwin, Kansas	Benjamin A. Gessner
Ball State Teachers Col.	Muncie, Indiana	O. T. Richardson
Beloit College	Beloit, Wisconsin	H.H. Conwell, Dean of College John P. Gwin, Dean of Students
Bowling Green State University	Bowling Green, Ohio	Arch B. Conklin, Dean of Students
Bradley University	Peoria, Illinois	L.H. Tucker, Dean Stu.
Brigham Young University	Provo, Utah	Wesley P. Lloyd
Brown University	Providence 12, Rhode Island	Samuel T. Arnold, Dean of University Robert W. Kenny, Dean of Students
Bucknell University	Lewisburg, Pa.	Malcolm E. Musser
Butler University	Indianapolis, Indiana	L. Gray Burdin, Chair- man of Men's Council
California Institute of Technology	Pasadena, California	Franklin Thomas, Dean of Students Paul C. Eaton, Assoc. Dean of Upperclass- men

APPENDIX E (Continued)

California, University of Berkeley 4, California	H.E. Stone, Dean of Students
Capital University	Columbus, Ohio
Carleton College	Northfield, Minnesota
Carnegie Institute of Technology	Pittsburgh 13, Pennsylvania
Carroll College	Waukesha, Wisconsin
Case Institute of Technology	Cleveland, Ohio
Centre College of Kentucky	Danville, Kentucky
Chicago, University of	Chicago 37, Illinois
Cincinnati, University of	Cincinnati 21, Ohio
Citadel, The	Charleston, S. Car.
Clarkson College of Tech.	Potsdam, New York
Colgate University	Hamilton, New York
Colorado College	Colorado Springs, Colo.
Colorado, University of	Boulder, Colorado
Columbia University	New York 27, New York
Concordia Teachers College	River Forest, Illinois
Cooper Union, The	New York 3, New York
Cornell University	Ithaca, New York
Culver-Stockton College	Canton, Missouri
Dartmouth College	Hanover, New Hampshire
Delaware, University of	Newark, Delaware
Denison University	Granville, Ohio
Denver University	Denver 10, Colorado
DePaul University	Chicago, Illinois
DePauw University	Greencastle, Indiana
Doane College	Crete, Nebraska
Drexel Inst. of Tech.	Philadelphia, Pa.
Drury College	Springfield, Missouri
Duquesne University	Pittsburgh, Pa.
	Earl Papke
	Merrill E. Jarchow
	Frank R. Kille, Dean of College
	Douglas W. Miner, Dir. of Personnel & Welfare
	James A. Dickinson, Dean of Students
	Ben E. David
	John Frederick Janse
	Dean Newhouse, Dean of Students
	Robert M. Strozier, Dean of Students
	Robert W. Bishop
	Colonel Prouty
	W. J. Farrisee
	Carl A. Kallgren
	Juan Reid
	Clifford Houston, Dean of Students
	Harry G. Carlson
	N. M. McKnight
	Albert G. Huegli, Dean of Students
	Herbert F. Roemmele
	Frank C. Baldwin
	L. L. Leftwich
	L. K. Neidlinger
	J. Fenton Daugherty
	Francis C. Bayley
	Daniel D. Feder, Dean of Students
	T. J. Wangler
	Lawrence A. Riggs, Dean of Students
	Robert H. Farber, Asst. Dean of Stu.
	G. W. Lindberg
	L. D. Stratton
	Frank W. Clippinger
	J. F. McNamara

APPENDIX E (Cont'd)

East Carolina State Teachers College	Greenville, North Carolina	W. E. Marshall
East Texas State Teachers College	Commerce, Texas	J. W. Rollins
Eastern Ill. State College	Charleston, Illinois	Dr. Louis G. Schmidt
Elizabethtown College	Elizabethtown, Pa.	Joseph H. Dodd
Emory University	Emory University, Ga.	E. H. Rece
Florida State University	Tallahassee, Florida	J. Broward Culpepper, Dean of Stu. Welfare
Florida, University of	Gainesville, Florida	Otis McBride
Fresno State College	Fresno 4, California	R. C. Beaty, Dean of Students
George Washington Univ.	Washington, D. C.	Forrest D. Brown, Dean of Students
Georgia Institute of Technology	Atlanta, Georgia	C.M. Farrington, Dir. of Men's Activities
Georgia, University of	Athens, Georgia	George C. Griffin, Dean of Students
Grove City College	Grove City, Pa.	William Tate
Hanover College	Hanover, Indiana	Robert E. Thorn
Harvard College	Cambridge, Mass.	E. Mowbray Tate
Hastings College	Hastings, Nebraska	W. J. Bender
Hiram College	Hiram, Ohio	F. E. Weyer
Idaho, University of	Moscow, Idaho	Melvin A. Anderson
Illinois Institute of Technology	Chicago 16, Illinois	Herbert E. Lattig
Ill. State Normal Univ.	Normal, Illinois	Clarence E. Deakins, Dean of Students
Illinois, University of	Urbana, Illinois	R. H. Linkins
Illinois Wesleyan Univ.	Bloomington, Illinois	Fred H. Turner, Dean of Students
Indiana University	Bloomington, Indiana	Howard Hoogesteger
Iowa State College	Ames, Iowa	R. L. Shoemaker, Dean of Students
Iowa, The State University of	Iowa City, Iowa	M. D. Helser
Kalamazoo College	Kalamazoo, Michigan	L. Dale Faunce, Dean of Students
Kansas State Teachers Col.	Emporia, Kansas	Marion L. Huit
Kansas State Teachers Col.	Pittsburg, Kansas	Mr. Shober, Acting Academic Dean
		Victor T. Trusler
		Eugene Dawson, Act- ing Dean of Men
		Paul G. Murphy, Dean of Administration

APPENDIX E (Cont'd.)

Kansas, University of	Lawrence, Kansas	Laurence C. Woodruff
Kent State University	Kent, Ohio	R. E. Manchester
Kentucky, University of	Lexington 29, Ky.	A. D. Kirwan
Knox College	Galesburg, Illinois	W. Lyle Willhite
Lafayette College	Easton, Pennsylvania	Frank R. Hunt
Lake Forest College	Lake Forest, Ill.	A. Myrvin DeLapp
Lawrence College	Appleton, Wisconsin	George Walter
Lehigh University	Bethlehem, Pa.	Wray H. Congdon, Dean of Students
Lewis and Clark College	Portland, Oregon	Vergil Fogdall
Louisiana State University	Baton Rouge 3, Louisiana	Kimbrough Owen, Dir. of Student Life
Louisville, University of	Louisville, Kentucky	Arden O. French
Loyola Univ. of Los Angeles	Los Angeles, California	Morton Walker
		Frank Parrish
Maine, University of	Orono, Maine	Elton E. Wieman
Marshall College	Huntington, West Va.	Darold Shutt
Maryland, University of	College Park, Md.	Geary Eppley, Direc- tor of Student Welf.
Mass. Inst. of Tech.	Cambridge Mass.	T. P. Pitre
Massachusetts, Univ. of	Amherst, Mass.	Robert S. Hopkins, Jr.
Mercer University	Macon, Georgia	Richard C. Burts, Jr.
Miami University	Oxford, Ohio	Robert Miner, Dir. of Student Affairs
		W.E. Alderman, Dean of Col. of Arts & Sci.
Miami, University of	Coral Gables, Florida	Foster E. Alter
Michigan State College	East Lansing, Mich.	Tom King
Michigan, University of	Ann Arbor, Mich.	Erich A. Walter, Dean of Students
		W.B. Rea, Assoc. Dean
Middlebury College	Middlebury, Vermont	W. Storrs Lee, Dean of Students
Minnesota, University of	Minneapolis, Minn.	E. G. Williamson, Dean of Students
Mississippi Southern Coll.	Hattiesburg, Miss.	R. G. Lowrey, Dean of Student Welfare
Mississippi, University of	University, Miss.	R. Malcolm Guess
Missouri, University of	Columbia, Missouri	Dr. Jack Matthews, Dean of Students
Montana State College	Bozeman, Montana	H. G. Klemme
Montana State University	Missoula, Montana	Herbert J. Wunderlich, Dean of Students
Montclair State Teachers College	Montclair, New Jersey	Earl C. Davis, Dir. of Student Personnel
Moravian College	Bethlehem, Pa.	Roy D. Hassler

APPENDIX E (Continued)

Muhlenberg College	Allentown, Pa.	Sherwood R. Mercer
Nebraska, University of	Lincoln 8, Nebraska	T.J. Thompson, Dean of Student Affairs
Nebraska Wesleyan Univ.	Lincoln, Nebraska	Clinton B. Gass
Nevada, University of	Reno, Nevada	R. S. Griffin
Newark College of Engineering	Newark 2, New Jersey	Frank A. Grammer
New Hampshire, Univ. of	Durham, New Hampshire	John B. Davis, Acting Dean
New Mexico, University of	Albuquerque, New Mex.	Howard V. Mathany
New York University	New York, New York	William Bush Baer
North Carolina State College	Raleigh, North Car.	Ed L. Cloyd, Dean of Students
North Carolina, The University of	Chapel Hill, North Carolina	Fred H. Weaver
North Dak. Agric. College	Fargo, North Dakota	C. A. Sevrinson
Northeastern University	Boston 15, Mass.	Harold W. Melvin, Dean of Students
Northern Illinois State Teachers College	DeKalb, Illinois	Ernest E. Hanson
Northwestern State College	Natchitoches, Louisiana	Carl W. Knox
Northwestern University	Evanston, Illinois	Dudley G. Fulton, Actg Head of Personnel
		F. G. Seulberger
Oberlin College	Oberlin, Ohio	E. F. Bosworth
Ohio State University	Columbus 10, Ohio	Joseph A. Park
Ohio University	Athens, Ohio	Wm. S. Guthrie, Jr. Dean
		Maurel Hunkins
		Philip L. Peterson, Associate Dean
Ohio Wesleyan University	Delaware, Ohio	J. J. Somerville
Oklahoma A. & M. College	Stillwater, Oklahoma	R.R. Oglesby, Dean of Students
Oklahoma Baptist Univ.	Shawnee, Oklahoma	James R. Scales
Oklahoma City University	Oklahoma City, Okla.	George H. Ryden
Oklahoma, University of	Norman, Oklahoma	O. D. Roberts, Counselor of Men
Omaha, University of	Omaha, Nebraska	John W. Lucas, Dean of Students
Oregon, University of	Eugene, Oregon	Donald M. Dushane, Dir of Student Affairs
		N. Ray Hawk
Pacific, College of the	Stockton 27, Cal.	Edward S. Betz
Park College	Parkville, Missouri	Pres. J.L. Zwingale
Parsons College	Fairfield, Iowa	Philip E. Young, Dean of Students

APPENDIX E (Continued)

Pennsylvania State College	State College, Pennsylvania	H. K. Wilson Daniel A. DeMarino, Assistant Dean
Pittsburgh, Univ. of	Pittsburgh 13, Pa.	Theodore W. Biddle
Princeton University	Princeton, New Jersey	Francis R.B. Godolphin
Principia, The	Elsah, Illinois	Garner E. Hubbell
Puerto Rico, Univ. of	Mayaguez, Puerto Rico	Jose A. Franceschini, Dir. of Student Serv.
Purdue University	Lafayette, Indiana	George E. Davis, Dir. of Student Affairs Don Mallett
Redlands, University of	Redlands, California	Marc Jack Smith
Rensselaer Poly. Inst.	Troy, New York	Richard A. Waite, Jr.
Rhode Island State Col.	Kingston, Rhode Island	John F. Quinn
Ripon College	Ripon, Wisconsin	Morris Quint
Rochester, The Univ. of	Rochester, New York	Philip Price, Dir.
Rollins College	Winter Park, Florida	
Rutgers University	New Brunswick, New Jersey	Cornelius B. Boocock Edgar G. Curtin, Associate Dean
San Jose State College	San Jose 14, Calif.	Dr. Stanley Benz
Santa Barbara College	Santa Barbara, Calif.	Will Hayes
St. Lawrence University	Canton, New York	George K. Brown
St. Olaf College	Northfield, Minn.	Carl Swanson
South Dakota, Univ. of	Vermillion, South Dak.	R. H. Knapp
Southeastern Louisiana College	Hammond, Louisiana	L. E. Chandler
Southern California, University of	Los Angeles, California	Bernard L. Hyink,
Southern Illinois Univ.	Carbondale, Illinois	I. Clark Davis
Southern Methodist University	Dallas 5, Texas	Dr. Francis Pendleton Gaines, Jr., Dean of Students
Southwestern Louisiana Institute	Lafayette, Louisiana	E. Glynn Abel
Stanford University	Stanford University, California	H. Donald Winbigler, Dean of Students
State Teachers College	Platteville, Wisconsin	John H. Wooldridge
Stetson Univ., John B.	DeLand, Florida	Benson W. Davis
Stevens Institute of Tech.	Hoboken, New Jersey	Waldo Shumway
Swarthmore College	Swarthmore, Pa.	Everett Hunt
Syracuse University	Syracuse 10, New York	Frank Piskor

APPENDIX E (Continued)

Temple University	Philadelphia, Pa.	A. Blair Knapp, Dean of Students
Tennessee, Univ. of	Knoxville, Tennessee	R. E. Dunford
Texas College of Arts and Industries	Kingsville, Texas	
Texas Technological College	Lubbock, Texas	James G. Allen
Texas, University of	Austin 12, Texas	Arno Nowotny, Dean of Student Life
		Jack Holland
Toledo, University of	Toledo 6, Ohio	Donald S. Parks, Personnel Director
Tulane University	New Orleans, Louisiana	John H. Stibbs, Dir. of Student Life
Tulsa, University of	Tulsa 4, Oklahoma	Clyde E. Blocker, Counselor of Men
Union College	Lincoln, Nebraska	M. S. Culver
Union College	Schenectady, New York	C. W. Huntley
Upsala College	East Orange, New Jersey	Harold R. Sundberg, Acting Dean of Men
Utah State Agricultural College	Logan, Utah	Daryl Chase, Dean of Students
Utah, University of	Salt Lake City 1, Utah	John L. Ballif, Jr.
Valparaiso University	Valparaiso, Indiana	Marshall J. Jox, Dean of Student Personnel
Vanderbilt University	Nashville, Tennessee	Robert S. Waldrop, Dean of Students
		Albert S. Thompson, Chief of Counselors
Vermont, University of	Burlington, Vermont	Robert H. Kroepsch
Virginia Polytechnic Institute	Blacksburg, Virginia	Robert E. Bates, Dir. of Student Affairs
Virginia, University of	Charlottesville, Virginia	
Washington and Lee University	Lexington, Virginia	Frank J. Gilliam, Dean of Students
Washington, State College of	Pullman, Washington	Norman E. Lange, Dean of Stu. Affairs
		William L. Craig, Dean of Students
Washington University	St. Louis, Missouri	Arno J. Haack, Dir. of Student Affairs
Washington, University of	Seattle, Washington	Glen T. Nygreen, Exec. Officer of Student Affairs

APPENDIX E (Continued)

Wayne University	Detroit 1, Michigan	Victor F. Spathelf, Dean of Student Aff.
Western Reserve Univ.	Cleveland 6, Ohio	Russell A. Griffin
Western Michigan College of Education	Kalamazoo, Michigan	Ray C. Pellett
West Virginia University	Morgantown, West Va.	Joseph C. Gluck
Wheaton College	Wheaton, Illinois	Charles C. Brooks, Dean of Students
William and Mary, College of	Williamsburg, Virginia	John E. Hocutt
Wisconsin, The University of	Madison 6, Wisconsin	Paul L. Trump Kenneth Little, Dir. of Student Personnel Service
Wittenberg College	Springfield, Ohio	John N. Stauffer, Dean of Students
Wooster, College of	Wooster, Ohio	Ralph A. Young
Wyoming, University of	Laramie, Wyoming	A. L. Keeney
Yale College	New Haven, Connecticut	Richard C. Carroll, Dean of Students

EMERITUS DEANS

S. E. Crowe, Michigan State College, East Lansing, Michigan
 B. C. Daly, Box 755, Laramie, Wyoming
 A. D. Enyart, Rollins College, Winter Park, Florida
 Floyd Field, 2685 Tupelo Street, S. E., Atlanta 3, Georgia
 Christian Gauss, 27 Bayard Lane, Princeton, New Jersey
 Scott H. Goodnight, 4310 Cherokee Drive, Madison 5, Wisconsin
 T. T. Jones, University of Kentucky, Lexington, Kentucky
 Fraser Metzger, Rutgers University, New Brunswick, New Jersey
 A. Ray Warnock, Pennsylvania State College, State College,
 Pennsylvania

HONORARY MEMBER

Mr. H. Roe Bartle, Land Bank Building, Kansas City, Missouri